

FORMATION OF EMOTIONAL RESPONSIVENESS IN CHILDREN OF PRIMARY SCHOOL AGE IN THE LESSONS OF LITERARY READING

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Abstract

The article describes the characteristics of emotional responsiveness of younger schoolchildren in the lessons of literary reading. Various approaches to the definition of the concepts of "emotion", "emotional responsiveness", as well as methods of forming emotional responsiveness in the lessons of literary reading in primary school are considered.

Keywords: emotions, younger schoolchildren, literary reading, emotional responsiveness, formation.

Introduction

Public education at the present stage is aimed at developing a responsible, highly moral, creative, emotionally stable citizen of the Republic of Uzbekistan and creating all the necessary conditions for this. The problem of the formation of emotional responsiveness in younger schoolchildren is considered relevant and is an integral part of spiritual and moral education in general.

It is during the period of primary school age that the prerequisites for the versatile and harmonious development of the child are created, emotions are enriched, feelings arise, and the foundation of the personality is laid. Approaching the definition of "emotional responsiveness", it is necessary to refer to the concept of "emotions" and consider the characteristic features of primary school age.

V.E. Druzhinin notes that emotions are special mental states associated with the innate reactions of a person, his needs and motives [2, p.30].

G.I. Kanunnikova believes that emotions reflect the state, process, result of satisfying a need. According to them, it is possible to judge what worries a person at a given time, what needs and interests are relevant for him [2, p.32].

The manifestation of emotional reactions to a particular environmental stimulus in the psychological and pedagogical literature is considered as responsiveness. According to V.V. Boyko, "emotional responsiveness as a stable property of an individual is manifested in the fact that he easily, quickly and flexibly reacts emotionally to various influences, social events, the process of communication, the characteristics of partners, etc. This is a person's readiness to respond to himself, to others, to the state and emotional background of others" [3, p.63].

The younger student has increased sensitivity, natural curiosity, instability of attention and responsiveness to everything bright and unusual. That is why literary reading, being one of the main subjects in primary school, plays an important role in the multifaceted development of



the individual. The formation of emotional responsiveness occurs on the basis of communication with works of literature. At the lessons of literary reading, children get acquainted with instructive fairy tales, stories, poems that teach good and evil, help to evaluate the moral actions of the characters.

A special place in the moral development of the consciousness of a younger schoolchild is occupied by the process of forming an emotional and moral relationship based on such moral feelings as fear, shame, guilt, truth, trust, justice, empathy, affection, dignity, conscience, altruism, responsibility, friendship, civic feelings, etc. [4, p.250].

To form the emotional responsiveness of younger schoolchildren in the lessons of literary reading, a variety of methods and techniques are used, including:

- independent completion of the work at the climax;
- story, conversation, explanation;
- method of designing moral situations when comparing heroes and their actions;
- reception of a story, excerpt, story or fairy tale on behalf of a literary hero;
- illustration of the studied works [5, p.100].

It is necessary to select works that carry the ideas of kindness, hard work, friendship, responsibility, etc.

For example, when reading the story of N. Ganikhodzhaeva (book of the 2nd grade by V.A. Belov, O.A. Karimov, M.M. Akhmedov - Uzbekistan, 2021.) "The beginning of friendship" in children form ideas of benevolent relations to animals, to others. After listening to the story, children are asked to answer the following questions:

- Why didn't the older boys play with Ahmadjon?
- Who did Ahmadjon notice at the fence? What did he do?
- What is his grandmother's name?
- How did she feel about the puppy?
- What a boy Ahmadjon grew up with. Describe his character traits?
- What would you do in his place?
- What does this story teach us?

Based on the results of the study, children conclude that it is necessary to ask permission from adults, it is necessary to treat animals affectionately and carefully.

For example, after studying the story "A Reliable Man" by P.E. Permyak, children are asked questions:

- Who is the protagonist of the story?
- How is Andryusha Rudakov depicted?
- Why was he loved in class?
- Why was it unpleasant for Andryusha to sit with Asya?
- What did Andryusha do?
- How do you assess his act?
- What story did Anna Sergeevna tell him?
- Why did Andryusha feel guilty?
- What does this story teach us?

While reading this story, children learn to be kind, honest, strong, responsible, not to offend the weak and to do the right thing.



On the basis of comparison, comparison, conversation, children form moral concepts: joy, good, evil, responsibility, justice, indifference, benevolence, etc.

Thus, the formation of emotional responsiveness in children of primary school age occurs on the basis of enriching the experience of students' perception of works of moral orientation. The younger student strives to experience feelings of joy and satisfaction through the experience of the emotional state of another person. Literary reading lessons can become the basis for the development of methods and techniques for the formation of emotional responsiveness, which is a system-forming means of influencing the process of forming the foundations of moral education of younger schoolchildren.

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