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PEDAGOGICAL TECHNOLOGIES AIMED AT EDUCATION IN JUNIOR SCHOOLCHILDREN VALUE ATTITUDE TO THE FAMILY

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Abstract

In educational terms, all subjects that are studied at school are equally important. Children do not want to work, but they want to be entertained. Reading is intellectual work, and cartoons and watching television are entertainment. The article discusses in detail the role of family values in the upbringing of children through reading books.

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Introduction. Socio-political transformations in Uzbekistan have caused the deformation of many spiritual and cultural values that have been accumulated over the centuries. One of the reasons for these phenomena is the loss of family traditions by society.

The main part: The transition to new standards requires new educational results, the state educational standard of primary general education assigns a special role to the education of a value attitude to family traditions, among which:

- *loving his people, his land and his homeland;*
- *respecting and accepting the values of the family and society;*
- *Ready to act independently and be responsible for their actions before the family and society [4].*

This is the basis of the patriotic education of younger students. A child who loves his family, honors family and folk traditions, undoubtedly respects his homeland. Currently, the concept of "family values" is understood (V.T. Fomenko and T.I. Kulpina):

- ✓ *in a broad sense, family values* are understood as the most significant ideals or ultimate goals of the upbringing and development of children, as well as ways to achieve them from the perspective of the socio-cultural environment of the family: the realization of the needs of transferring the culture of the older generation to the younger;
- ✓ *In a narrow sense, family values* are ethical and moral requirements developed in the family and manifested in intra-family relations, family traditions and customs. The process of learning is inextricably linked with the process of education.

The educational material has great opportunities for educating schoolchildren, since the knowledge and skills formed in the process of learning contribute not only to the mental development of the child, but also to the formation of a system of moral norms and values in him, especially if, when studying

educational material, the knowledge presented is combined with bright emotional coloring and is accompanied by deep feelings of students.

In educational terms, all subjects that are studied at school are equally important. Children do not want to work, but they want to be entertained. Reading is intellectual work, and cartoons and watching television are entertainment. Modern children like and are accustomed to being an object of service. Today the book is not the only source of information. And even for adults, it is sometimes easier to get answers from the Internet than to study books and waste time going to the library. In the same way, children are eager to learn something new, in the fastest and most convenient ways possible. It is necessary to use the method of "commented *reading*" in the lessons. The material studied at the lessons of literary reading in elementary school, of course, contributes to the development of a value attitude towards family traditions in younger students [1].

Commented reading of texts of various styles in the classroom teaches schoolchildren to read works consciously, thoughtfully, to provide an understanding of the work, to help them aesthetically perceive the works of the authors, which is especially important today, since an independent creative essay returns to school in the 11th grade, test papers in the 4th classes.

Thus, having studied the psychological and pedagogical literature on the research problem, as well as analyzing the level of development of the value attitude of children of primary school age to family traditions, practical *recommendations were developed for teachers* on educating a value attitude to family traditions in children of primary school age at literary reading lessons. In preparation for the lesson, the teacher must *find episodes in the work that deal with the relationship of family members*, and *prepare questions* for analyzing the episode, *conduct a conversation on this episode*, based on the life experience of the children.

After reading the work by younger students, it is necessary to draw a conclusion, which is assimilated by the children as a kind of life value. In this conclusion, children should say what family values and traditions they emphasized in this work. It is necessary to encourage children as often as possible *to think about family values using the example of works of Russian literature*.

Set aside a few minutes in class to have a conversation or discussion with younger students about family life, traditions, and peculiarities. To carry out work on the education of a value attitude to family traditions systematically, to *select literary works, taking into account the age characteristics of younger students*. Conduct open *non-standard lessons with the participation of parents*; involve parents in joint homework with children. Use *activity technologies in literary reading lessons aimed at understanding the text*. Also one of the means of spiritual and moral education is *family reading*. At the same time, it not only enriches both children and their parents with knowledge about the family, purity of relationships, obedience, conscience, good, evil, but also brings all family members closer.

The family is an important element of the education system, where traditions, customs, and legends are the backbone. That is why family reading is the most accessible and shortest way to familiarize children with the life experience of our ancestors, and, consequently, a means of spiritual and moral education of the individual.

Conclusions . In the article, we have considered pedagogical technologies aimed at educating primary schoolchildren of a value attitude towards the family, such as:

- *commented reading*;
- *find episodes in the work that deal with the relationship of family members , and prepare questions for analyzing the episode, conduct a conversation on this episode*;
- *after reading the work by younger students, it is necessary to draw a conclusion* ;
- *more often encourage children to think about family values on the example of works of literature* ;

- *select literary works, taking into account the age characteristics of younger students ;*
- *conduct open non-standard lessons with the participation of parents ;*
- *use activity technologies in the classroom ;*
- *family reading*

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