

WAYS TO IMPROVE SOCIAL SKILLS IN PRIMARY SCHOOL PUPILS BASED ON SOCIO-LEGAL NORMS

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Annotation: *in this article, we will talk about primary school pupils with social subjects to understand exactly what rules of conduct they must follow in a relationship, it has been highlighted the ways in which they are required to be aware of the types of social norms. After all, traditions are formed and refined in the course of the historical development of peoples. Traditions that meet the requirements of the times will not be forgotten, will be passed down from generation to generation, and will become an integral part of people's lives. Each people, nation or nation develops and preserves its traditions.*

Keywords: *rules of conduct, ethical resources, aesthetic norms“ "standards of activity".*

ПУТИ СОВЕРШЕНСТВОВАНИЯ СОЦИАЛЬНЫХ НАВЫКОВ У МЛАДШИХ ШКОЛЬНИКОВ НА ОСНОВЕ СОЦИАЛЬНО-ПРАВОВЫХ НОРМ

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Аннотация: *в этой статье написано о младших школьниках с социальными предметами, чтобы точно понять, каким правилам поведения они должны следовать в отношениях, были освещены способы, с помощью которых они должны быть осведомлены о типах социальных норм. Ведь традиции формируются и уточняются в ходе исторического развития народов. Традиции, отвечающие требованиям времени, не будут забыты, будут передаваться из поколения в поколение, станут неотъемлемой частью жизни людей. Каждый народ, нация или народ развивает и сохраняет свои традиции.*

Ключевые слова: *правила поведения, этические ресурсы, эстетические нормы, “стандарты деятельности”.*

An individual's life takes place directly in society, among the people who live in it. The effectiveness of interpersonal relationships between members of society directly depends on the content of the individual's social relations. The content of social relations, in turn, is determined by the definition of social norms, the extent to which they are recognized by society and their observance in practice. In the process of learning, an individual interacts directly with the socio-cultural environment and it has an educational impact on the individual [3].

Social norms are the basis of interpersonal relationships and are shaped by the characteristics they reflect. However, the essence of social norms is not always understood by members of society. Observations show that the essence of social norms is often only to a certain extent understood by those who have a special knowledge of the legal field, namely, those who work in the judiciary, tax, customs or internal affairs. Consequently, based on the cluster approach, it becomes increasingly important that social norms are equally aware of their content [5].

Therefore, one of the tasks of the society is to acquaint citizens with the essence of social norms, to ensure the consistent provision of information about them. Educational institutions have a special place in the positive solution of this task, along with the subjects that have the power to have an educational impact. Informing pupils about the social norms reflected in the level of doing, their importance, the need to express the need to adhere. The opportunity provides a step-by-step introduction to the content of social norms in educational institutions.

It is important to familiarize preschool and primary school children with social norms and develop their social skills. At the same time, the information provided to pupils and primary school pupils should be based on the social relations and interpersonal interactions that take place in their daily lives. That is, children's relationships with their parents, family members, subjects in the microenvironment to which they belong, and educators are revealed through the example of social norms that take precedence in this process. The teacher draws the pupils' attention to the negative or positive aspects of the actions they are organizing (to see what is good and what is bad, what is right and what is wrong). reveals the essence of social norms on the basis of gravity.

General secondary education plays a special role in introducing pupils to social norms. Specialists who have mastered pedagogical-psychological, as well as general social knowledge in the institution - teachers work to help pupils understand the essence of social norms, their social, spiritual, moral, legal significance, as well as ensuring the consistent acquisition of skills to adhere to these standards in daily activities.

Primary school pupils learn the basics of social norms and their content in family and preschool settings. However, primary education is a special period in a student's life. The child is fully prepared for education according to his physical and mental development. The main way of life is reading. Reading activities have a strong impact on

the mental development of pupils, the formation of character traits. There is a growing interest in learning and exploring the environment. All of these events help pupils to better understand the nature of social norms.

An emotional approach to learning is also one of the hallmarks of elementary school pupils. Therefore, interesting information about the information provided in acquainting them with social norms, as well as figurative interpretation with the help of real-life examples, will help to achieve positive results. Due to the dynamism of the expression of emotions, as well as the strength of imitation of their peers, their imagination is sufficient to illustrate the observance or non-compliance with social and moral norms by the example of their behavior, attitudes, habits. there is an opportunity to achieve.

Because imagery is also predominant in the thinking of primary school pupils, they focus on the image (shape or image) rather than the meaning of the concepts given by the teacher. This in itself means that information about social norms needs to be conveyed through visual aids. The imagery of the teacher's speech, the richness of the emotion, and the interestingness of the information help to actively organize the pupils' learning activities.

Fostering respect for social norms in primary school pupils is an important part of educational and spiritual-educational work. The study of social norms in the curriculum is mandatory. This obligation is explained by the fact that in grades 1-4, the subject of "Education" is taught as a subject. Pupils will also learn about social norms through elementary school subjects such as Reading, Technology, The World Around Us, and Physical Education.

It is known that the spiritual and educational work is organized on the basis of a plan developed on the basis of socially relevant, pedagogically important issues, the interests of pupils, the tasks facing the educational community. In this regard, the plan of spiritual and educational work has the opportunity to include activities that promote knowledge of social and legal norms among primary school pupils.

Philosophical, sociological, and legal sources state that social norms, which are "general rules of conduct governing the relationship between people and their associations," regulate "human-human" relations.

Some sources emphasize that social norms are "rules of conduct" as well as "standards of conduct."

Accordingly, primary school pupils must follow certain rules in their relationships with parents, all family members, classmates, and peers in the family, in the educational institution, and in the micro-groups to which they belong.

Pupils need to be aware of the types of social norms in order to understand exactly what rules of conduct they should follow in dealing with social subjects.

Available sources state that social norms are grouped into the following types: 1) ethical norms; 2) norms of public associations; 3) national traditions; 4) customs of different peoples; 5) norms of tradition; 6) norms of political activity; 7) legal norms; 8) religious norms.

This grouping of social norms gives rise to some speculation. That is:

1. It is worth noting that certain errors were made in the grouping of social norms in the above order. After all, "customs of different peoples" are "national customs". This is because in Latin, "transmission" is translated from Arabic, and "rule from generation to generation" means "tradition," which literally means "customs, traditions, and other practices that are established in life."

2. Furthermore, as one of the types of social norms, it is necessary to clarify the meaning of the phrase "norms of tradition" mentioned here. It is well known that traditions, by their nature, belong to a particular society, people or social group (family, community, association). There would be no misunderstanding if the authors indicated to which subject the phrase "norms of tradition" referred. As long as the norms of tradition are applied to a particular people, it also undoubtedly reflects the essence of national traditions.

After all, traditions are formed and refined in the course of the historical development of nations. Traditions that meet the requirements of the time will not be forgotten, will be passed down from generation to generation, will become an integral part of people's lives. Every people, nation or people develops and preserves its traditions. Traditions reflect the genius of the people, their way of life, their level of cultural maturity. The group representing the types of social norms needs to be further enriched with concepts such as aesthetic norms, organizational norms, norms of cultural approach to the organization of activities.

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