



## Teaching The Subject “Upbringing” In Primary Grades As A Pedagogical Problem

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**Annotation.** The study of teaching the subject “Upbringing” in primary grades as a pedagogical problem reveals the complex, multifactorial, and dynamic nature of the educational process. At this stage, a child’s moral and ethical development, social adaptation, emotional experience, and communicative competencies begin to take shape. The effectiveness of upbringing depends on the teacher’s methodological approach, psychological sensitivity, cooperation between family and school, and the ability to adapt to the demands of the modern social environment.

**Keywords:** national upbringing, family, values, traditions, patriotism, ethics, moral development.

**Introduction.** The process of teaching the subject “Upbringing” in primary grades is regarded as one of the most complex and multifaceted areas of modern pedagogy. This complexity arises primarily from the deep moral, ethical, social, and psychological factors that are intrinsically linked to the formation of an individual’s personality. The primary education stage is a period when a child’s worldview is only beginning to take shape, and when the essence of social norms and values is first being understood. Therefore, every element of educational influence must be organized with exceptional responsibility. In this process, the teacher acts not only as an instructor but also as a guide to personal development, a transmitter of social experience, and a leader who instills moral criteria. Consequently, when teaching the subject “Upbringing” is examined as a pedagogical problem, its theoretical foundations, practical mechanisms, psychological determinants, and social contexts must be thoroughly analyzed.

The specificity of the upbringing process in primary grades lies in the fact that children at this age cannot fully comprehend abstract concepts, yet they are capable of assimilating them through practical activity, observation, imitation, communication, and experience. Therefore, the content of upbringing must be conveyed through real-life examples, situations close to everyday



activities, play elements, and interactive communication, which represent the most effective pedagogical approach. Since the main goal of the subject is to develop personal qualities, enhance social adaptability, and guide children toward the conscious acceptance of moral norms, the teacher must interpret each topic in accordance with the child's developmental characteristics. This requires consideration of psychological development stages, emotional sensitivity, limited social experience, and the early formation of self-awareness.

**Analysis and Results.** One of the major challenges in teaching upbringing as a pedagogical problem is that the results of educational influence do not appear immediately; rather, their effectiveness becomes evident over time. This requires the teacher to think strategically, plan each educational situation carefully, and continuously observe the child's personal development. The methods used by the teacher, communication style, assessment criteria, and forms of encouragement directly affect the child's internal motivation. Therefore, methodological approaches in teaching upbringing rely not only on theoretical knowledge but also on the teacher's personal mastery, communicative competence, psychological sensitivity, and social experience.

Another important aspect of upbringing in primary grades is the necessity of close cooperation between family, school, and society. A child's upbringing is not formed solely within the school environment; instead, school-based educational influence interacts with family values, the social environment, mass media, and peer groups. For this reason, the teacher must maintain regular communication with parents, provide pedagogical guidance, and ensure that the educational process is directed toward a unified goal. Otherwise, contradictions between school and family influences may lead to confusion in the child's consciousness.

Considering individual characteristics of students is one of the central points of the pedagogical problem. Each child possesses unique personality traits, temperament, interests, and social experience. Therefore, applying the same educational approach to all students cannot yield the expected results. The teacher must understand each student's psychological profile, identify strengths and weaknesses, and select appropriate educational strategies. This requires a high level of observation, empathy, pedagogical reflection, and adaptability [1].

Another challenge in teaching upbringing is the increasing flow of modern information, early exposure of children to digital environments, and the



influence of various online social factors. This necessitates revising the content of upbringing to include competencies such as information culture, digital safety, critical thinking, and media literacy. The teacher must instill not only traditional moral norms but also the skills needed to navigate contemporary social realities.

Ensuring active participation of students is a crucial component of the upbringing process. Upbringing is not merely a set of abstract concepts delivered through lectures; rather, it becomes effective when implemented through active communication, practical activities, role-playing, problem-based situations, and group work. The student must be an active subject, not a passive object, of the educational process. This approach fosters independent thinking, a sense of responsibility, and the ability to make appropriate decisions in social situations[2].

The theoretical foundations of teaching upbringing draw upon achievements in pedagogy, psychology, sociology, philosophy, and cultural studies. The content of upbringing must harmonize national values, universal principles, social norms, and ethical requirements. In this process, the teacher functions not only as an educator but also as a moral leader, cultural mediator, and social coordinator. The subject aims to cultivate patriotism, humanism, honesty, justice, diligence, tolerance, and responsibility in students.

Another pedagogical challenge is the complexity of assessment. Moral qualities, personal traits, and social skills cannot be easily measured through precise criteria. Therefore, assessment relies on observation, conversation, analysis of student behavior, and monitoring changes in conduct. This requires a high degree of pedagogical sensitivity from the teacher[3].

The effectiveness of teaching the subject of Upbringing is closely linked to the teacher's personal example. Students pay far more attention to the teacher's behavior than to their words. For this reason, the teacher must consistently adhere to moral standards in daily practice, serve as a model for students, and demonstrate cultured, fair, and tolerant communication. The teacher's personal qualities are regarded as one of the key factors determining the strength of educational influence.

The study of teaching upbringing in primary grades as a pedagogical problem reveals the multilayered, complex, and dynamic nature of this process. Upbringing is a system that is continuously renewed, adapts to social changes, and develops in accordance with children's psychological growth. Therefore,



scientific research, methodological innovations, and pedagogical practices related to teaching upbringing must be regularly enriched. When all elements of the upbringing process—content, method, form, means, assessment, communication, and cooperation—function in harmony, significant progress can be achieved in the personal development of primary school students[4].

The complexity of teaching upbringing in primary grades is also reflected in the fact that its content and forms are directly influenced by constantly changing social demands. As society evolves, moral norms, social relations, cultural values, communication tools, and children’s psychological needs and worldviews undergo substantial transformation. Thus, upbringing cannot be viewed as a static phenomenon; it is a dynamic system. The teacher must deeply understand the characteristics of each generation and revise educational approaches in accordance with contemporary conditions. This requires scientifically grounded pedagogical reflection, analysis of educational experiences, experimentation with new methods, and their integration into practice[5].

The subject of upbringing plays a crucial role in the personal development of primary school students. Through this subject, children gradually learn self-awareness, self-regulation, social interaction, mutual respect, and the ability to find their place in society. The effectiveness of upbringing is directly linked to stimulating students’ internal motivation, enriching their personal experiences, and creating opportunities for free expression of thought. Therefore, dialogic approaches, attentive listening to students’ perspectives, reliance on their personal experiences, and the creation of a respectful communicative environment are essential pedagogical principles[6].

Another important aspect of upbringing is the development of students’ social-emotional competencies. These include the ability to manage one’s emotions, understand the feelings of others, adapt to social situations, communicate constructively, and resolve conflicts peacefully. Developing such competencies is especially important for primary school students, as they are only beginning to enter social life and cannot yet fully grasp the consequences of their actions. The content of upbringing must be directed toward fostering these competencies, and the teacher must organize each educational situation in accordance with the child’s emotional development.

One of the factors that makes teaching upbringing a pedagogical problem is the multiplicity of sources influencing the child. Although the teacher plays a



central role at school, the child is simultaneously influenced by the family, mass media, the internet, social networks, peer groups, and the local community. These influences may sometimes contradict one another. The teacher must mitigate such contradictions, help students develop stable moral criteria, and support the formation of psychological resilience against negative social influences. This requires complex psychological-pedagogical approaches[7].

The effectiveness of upbringing is also closely tied to the teacher's communicative culture. The fluency of the teacher's speech, politeness in communication, respect for students' opinions, pedagogical tact, emotional stability, and conflict-management skills significantly shape the strength of educational influence. Primary school students are highly sensitive to every word, gesture, and even the mood of the teacher[9]. Therefore, the teacher's personal culture is considered an integral component of the upbringing process.

The harmony of national and universal values in teaching upbringing represents a distinct scientific-pedagogical issue. Primary school students must be introduced not only to national traditions, customs, historical heritage, and cultural wealth, but also to universal values such as human rights, peace, tolerance, justice, and ecological awareness. The integration of these two dimensions fosters a broad worldview, respect for cultural diversity, appreciation of one's national identity, and readiness to participate actively in the global community[8].

**Conclusion.** The scientific foundations of teaching upbringing in primary grades require a systematic approach to the pedagogical process. Upbringing relies on the interconnection of goals, content, methods, forms, means, and outcomes. Any change in one element affects the entire system. Therefore, systematic analysis, pedagogical monitoring, observation of students' developmental dynamics, and continuous improvement of educational activities are essential.

The logical continuity of teaching upbringing requires content that becomes progressively more complex in accordance with students' developmental stages. While upbringing in primary grades is implemented mainly through practical activities, play, communication, observation, and imitation, upper grades rely more on abstract concepts, complex social situations, and independent analytical skills. Thus, upbringing in primary school serves as the foundation for subsequent stages of moral and social development.



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