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METHODOLOGY FOR FORMING HUMANITARIAN VALUES IN PRIMARY STUDENTS BASED ON PEDAGOGICAL TECHNOLOGIES

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Abstract. This article discusses the methodology for the formation of humanitarian values in primary school students based on pedagogical technologies. The pedagogical possibilities of developing such spiritual and moral qualities as humanity, kindness, tolerance, solidarity, mutual respect and social responsibility in students during primary education are analyzed. Also, ways of forming students' knowledge, skills and competencies related to humanitarian values are shown through the effective use of interactive methods, didactic games, problem situations, group work technologies and information and communication tools in educational lessons. According to the results of the study, the purposeful and systematic use of pedagogical technologies is an important factor in the development of students' spiritual maturity, social activity and culture of human relations.

Keywords: pedagogical technology, primary education, humanistic values, educational lesson, interactive methods, didactic games, spiritual and moral education, competence, student personality, social activity.

The primary education stage is considered an important period of personal development, during which not only knowledge and skills, but also spiritual and moral qualities of students are formed. In the primary grades, which are the first educational stage after preschool education, students' worldview expands, thinking processes develop, and they need to understand the moral norms and values accepted in society. Therefore, the formation of values such as humanity, kindness, tolerance, mutual respect, cooperation and responsibility during this period is one of the priority tasks of the pedagogical process.

Pedagogical technologies have wide potential for developing humanistic values in primary school students. These technologies allow for the effective organization of the educational process, taking into account the age and individual characteristics of students, ensuring a person-oriented approach and achieving the expected results. In particular, interactive methods, didactic games, problem situations, group work and project activities serve to increase the social activity of students, as well as to form human qualities in them.

Since game activity is of great importance for children of primary school age, the use of didactic games is one of the effective means of instilling humanistic values. During the game, students acquire social competencies such as cooperation, listening to each other, providing assistance, teamwork and mutual respect. As a result, they form norms of behavior based on humanity.

Today, special attention is paid to organizing the educational process on the basis of pedagogical technologies. Pedagogical technology involves the purposeful selection of educational content, methods and means, taking into account the abilities, needs and capabilities of students,

and their effective use. Such an approach develops independent thinking of students, forms social and moral competencies in them, and helps them consciously master humanistic values.

The technological approach to the educational process includes the following important aspects: clearly defining educational goals, step-by-step design of pedagogical activities, ensuring the active participation of students, monitoring and evaluating results. In particular, pre-planning and systematic implementation of activities aimed at the formation of humanistic values in educational lessons is an important factor in achieving the expected results.

Thus, the educational process organized on the basis of pedagogical technologies serves as an effective tool for the formation of humanistic values in primary school students, ensuring their spiritual and moral development, and educating a well-rounded person with an active civic position in society.

Motivation is one of the important pedagogical factors in the process of forming humanistic values in primary school students. Motivation is manifested as an internal need and incentive that motivates the student to a certain activity and directly affects his activity in the educational process and personal development. Therefore, educators should pay special attention to the development of internal motivations in the formation of humanitarian knowledge, skills and values in students.

Didactic games, organized taking into account the psychological and age characteristics of children of primary school age, are an effective means of mastering humanitarian values. In the process of these games, students acquire such socio-moral qualities as cooperation, helping each other, treating each other with respect, tolerance and kindness through practical activities. As a result, norms of behavior based on humanitarianism are formed and strengthened in them.

In the life of 7-8-year-old children, the school period is of particular importance as a stage of adaptation to a new social environment. During this period, students learn to act as members of a team, follow the rules of discipline, and fulfill new educational requirements. Therefore, pedagogical activities aimed at forming humanistic values in them should be organized systematically and systematically. In implementing such activities, the effective use of didactic games, problem situations, interactive methods, and independent tasks is important.

The educational process organized on the basis of pedagogical technologies increases students' interest in the lesson, activates cognitive activity, and allows them to consciously master humanistic values. In such lessons, students actively participate and develop the skills of freely expressing their thoughts, respecting the opinions of others, and working together.

The formation of the concept of pedagogical technology is inextricably linked with the historical development of the education and upbringing system. In the early stages of education, individual teaching prevailed, but later forms of education based on group and classroom systems developed. As a result of the development of pedagogical thought in the late 19th and early 20th centuries, new pedagogical approaches aimed at developing the personal activity of the learner emerged.

In particular, the “New Schools” movement formed in European countries is significant for its focus on developing students’ independent thinking, initiative, and self-management skills. These pedagogical ideas served as the basis for the formation of modern pedagogical technologies. Even today, pedagogical technologies that encourage students to be active, based on cooperation, and focused on the individual are recognized as effective means of forming humanistic values.

Thus, the purposeful use of pedagogical technologies and didactic games serves to form humanistic values in primary school students, ensure their spiritual and moral development, and help them grow up as socially active and well-rounded individuals.

The history of the development of pedagogical technologies is inextricably linked with the formation of advanced pedagogical ideas aimed at improving the educational process. Advanced pedagogical trends that emerged in European countries at the end of the 19th and beginning of the 20th centuries paid special attention to teaching students to think independently, observe, analyze and draw conclusions, rather than to memorize ready-made knowledge. These approaches later laid the foundation for the development of modern pedagogical technologies.

Representatives of the "New Schools" movement set the main goal of developing students' initiative, independence and creative activity in the educational process. Education in these schools was organized based on practical experience, observation and research activities. Such an approach is still important today in the formation of humanistic values in students. Because humanism develops not only through theoretical knowledge, but also on the basis of practical activity and social experience.

The ideas of "activity pedagogy" put forward by the German educator Wilhelm August Lay are also significant in that they are aimed at ensuring student activity in the educational process. The scientist emphasized the great role of description, expression, and practical activities in the assimilation of knowledge by students. Drawing, modeling, dramatization, music, creative tasks, and practical activities related to nature not only increase students' cognitive activity, but also serve to develop in them such humanistic qualities as cooperation, mutual respect, kindness, and responsibility.

Based on these pedagogical views, it is advisable to pay special attention to the following tasks in the methodology for the formation of humanitarian values in primary school students:

– achieving conscious and thorough mastery of the subject by students;
– ensuring the active participation of all students in the educational process;
– forming humanitarian motives and positive attitudes in students;
– effective use of interactive methods and pedagogical technologies based on cooperation;
– developing students' competencies in independent thinking, communication and problem solving;
– linking the content of education with the daily life and social experience of students;
– strengthening humanitarian values through practical activities.

The educational process organized on the basis of pedagogical technologies serves not only to acquire knowledge, but also to improve students spiritually and morally. Through this approach, students develop qualities such as love for the Motherland, respect for people, tolerance, compassion, civic responsibility, and loyalty to national values.

Students also acquire the skills to work independently on the text, freely express their opinions, respect the points of view of others, and work effectively in a team. As a result, the educational process organized on the basis of pedagogical technologies creates an effective methodological basis for the formation of humanistic values in primary school students.

The following text was processed in a scientific manner and adapted to the topic "Methodology for the formation of humanistic values in primary school students based on pedagogical technologies":

Effective organization of educational lessons in primary school is one of the important factors in the formation of humanistic values in students. The educational materials presented in educational lessons should be scientifically based, ideologically meaningful, and aimed at connecting theoretical knowledge with practical activities. By correctly highlighting the

educational significance of the content, it is possible to develop such qualities as humanity, kindness, tolerance, mutual respect and responsibility in students.

In the system of pedagogical technologies, the conversation method is an effective tool for forming students' spiritual and moral views. This method teaches students to think freely, justify their point of view and treat others with respect. Heuristic conversations used in educational lessons develop students' skills in analyzing problem situations, drawing independent conclusions on issues related to human relations and making moral decisions.

When using the conversation method, questions should be structured in a way that ensures the active participation of all students, and the answers should be analyzed and summarized by the teacher in a scientific and pedagogical way. Such an approach, along with the formation of a culture of communication, listening and exchange of ideas, serves to consciously master humanistic values.

The method of demonstration is also of great importance in the formation of humanitarian values in primary school students. Through visual aids, students have the opportunity to directly perceive, observe and analyze events. Pictures, photographs, video materials, presentations, didactic cards and other visual aids enhance the process of emotional and affective perception of students. In particular, the use of visual materials on the topics of humanitarianism, friendship, solidarity and kindness increases the effectiveness of the educational impact.

The excursion method is also one of the important forms of developing humanitarian values in students. Through excursions to museums, historical monuments, cultural sites, ecological objects and social institutions, students get to know the life of society more closely, gain a deeper understanding of the meaning of the relationship between man and nature, the individual and society. Such practical activities form in them a sense of civic responsibility, love for the Motherland and social solidarity.

Exercise methods also occupy a special place in the structure of pedagogical technologies. With the help of exercises, students have the opportunity to apply their knowledge and imagination about humanitarianism in practical activities. Creative tasks, role-playing games, problem situations and group projects develop such qualities of students as teamwork, mutual assistance and a sense of responsibility.

The Eastern thinker Abu Rayhan Beruni also emphasized the need to maintain students' interest in the educational process, not to bore them and encourage them to think actively. These pedagogical views have not lost their relevance today and are reflected in the content of modern pedagogical technologies.

Nowadays, the use of computer technologies, multimedia tools, electronic presentations, interactive platforms and digital educational resources increases the effectiveness of educational lessons. The integration of information and communication technologies into the educational process, while enhancing the cognitive activity of students, allows them to form humanistic values based on modern pedagogical approaches.

Thus, the harmonious use of methods based on conversation, demonstration, excursion, exercise and information and communication technologies constitutes the methodological basis for the formation of humanistic values in primary school students. These methods are of great pedagogical importance in ensuring the spiritual and moral maturity, social activity and personal development of students.

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