

Sentiments in the Reader's Emotional Landscape: The Emerging Role of Young School Literature

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Abstract: This paper presents a brief exploration of youth literature. It discusses how students, deeply immersed in their emotions, aspire to realize ambitious dreams within their nation. Examining the students' rapid adaptability and nuanced level of sensitivity delves into their tendency towards emulation and the significant influence of revered teachers.

1 INTRODUCTION

It is becoming urgent to fundamentally revise the content of personnel training by the priority tasks for the socio-economic development of our country, to create the necessary conditions for the training of highly educated specialists at the level of international standards.

2 LITERARY REVIEW

President Sh. M. Mirziyoev also said, "We have complex tasks ahead of us in terms of education of young people, training and retraining of personnel in psychology and other various fields", share the pedagogical and psychological nature of all the changes taking place in the life of our society. once again emphasized the importance of scientific sources that help to be mastered by specialists. If psychology mainly studies a person and his individual characteristics, his emotional volitional states are also the main subject of psychology. Organizing and teaching the subject of emotional volitional states of a person on the basis of innovative educational technologies is gaining special relevance. Based on this relevance, when choosing the topic of the educational manual, we chose "the use of innovative educational technologies in teaching the module of emotional and volitional states of the person". Emotions are pleasant or unpleasant experiences that arise from a person's perception of his attitude to reality, related to his needs and interests. It can be

seen from the given definitions that the concept of feeling is a broader concept compared to emotion and covers all aspects of a person's daily life and lifestyle. Emotions are related to the needs, interests, and aspirations of a person in terms of their occurrence. For example, the feelings associated with the satisfaction of a person's organic needs create a feeling of pleasure and satisfaction in a person. Inability to satisfy organic emotions lowers the spirit of 7 people, spoils their mood, and causes a feeling of suffering and intolerance. Emotional experiences are very vividly reflected in students at junior school age. This emotionality is expressed as follows: the perception, observation, imagination and imagination of children of junior school age are rich in emotional colours; children of junior school age (students of I and II grades) cannot control their emotions, they cannot control the external manifestation of their emotional experiences. They openly express their happiness, exuberance, or anxiety, worry and fear.

Students at junior school age with their strong emotional instability, frequent mood swings, tendency to affective states, short-term and intense manifestations of joy-sadness, anger and fear stand out. Shaxs sifatida ulg'aygan sari ularda o'z hissiyotlarini boshqarish va yoqimsiz kechinmalarni namoyon bo'lishiga yo'l qo'ymaslik qobiliyati rivojlanadi.

The period of junior school age has great opportunities for educating positive character traits. It is important that the students are quick to adapt and to a certain extent impressionable, their trustworthiness, the tendency to imitate, and the fact that the teacher has a great reputation.

Due to the influence of increasing social requirements and properly organized educational work, students of junior school age develop hard work, diligence, discipline, and discipline.

Gradually, the ability to control one's actions will develop. Self-restraint and control of one's own behaviour and not giving in to external stimuli are formed, perseverance and ability to overcome difficulties is formed. If the sense of duty in relation to the timely completion of assigned tasks is appropriately formed by teachers and parents, then from the 3rd-4th grades, the sense of duty begins to manifest itself significantly, but at this age, duty and mas The sense of responsibility will not be sufficiently stable and completely independent.

3 RESULTS

According to researcher N.B. Andrianova, students can be divided into four types in terms of the manifestation of the perceived sense of duty:

- In the first type, the sense of duty is relatively stable and extends to a wide range of life relationships.
- The second type is characterized by the instability of the sense of duty, in this type the sense of duty is manifested only in certain moral behaviors.
- In the third type, the sense of duty is manifested only in a relatively narrow circle (in relation to close relatives and friends).
- The fourth type has a poorly developed sense of duty. Some of the children of this type obey the rules, but their obedience is related to a certain necessity.

In the first years of school education, interests, in particular, interest in learning about the surrounding world, develop significantly. According to psychologists, firstly, interests are formed in relation

to some specific situations. After that, the interest to find out the causes of the occurrence of the situation, laws, connections, and interdependencies between the events develops.

In the words of I.M. Sechenov, the primary cause of any behaviour is external emotional arousal. Later, based on life experience, many actions are performed in the opposite way without direct emotional stimulation. An extrinsic motivator, such as television, prompts a person to watch interesting programs, and he sits down to work, following the thought of a duty or the unpleasant consequences of failure.

The physiological basis of voluntary action is the second signal system of nerve connections previously formed as a result of previous experience in the cerebral cortex. These systems are activated at the moment of voluntary action. This allows you to perform certain actions, as a result of which a person finds himself, even if the program on television is interesting, not to watch it, but forces to work.

Determining the level of development of wilful qualities of young people for schoolchildren T.I. Shulgi questionnaire was used.

Excellent leaders and parents were invited to fill out questionnaires for each student, indicating the level of development of quality, putting a sign " + " in the corresponding column. A summary of the results of the study is presented in Appendix 2.

The results of the study of the level of development of voluntary qualities in young schoolchildren are shown in Figure 1.

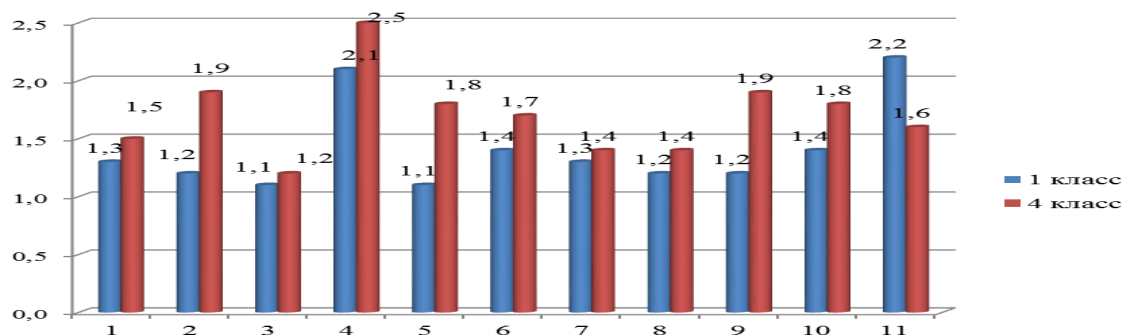


Figure 1: The level of development of voluntary qualities in young schoolchildren.

Analysis of the results presented in Figure 1 allows you to make the following conclusion about the level of development of voluntary qualities of primary school students.

Discipline as subordination of behaviour to requirements, the rules put forward by adults is less developed in 1st grade students (1.3), for 4th grade students - average score. Persistence, the ability to bring the work started to the end, to insist on his correct decision, the 1st grade students with developed long-term performance of the work have a low level (1.2), 4th grade students have an average level (1.9). Endurance as the ability to slow down movement, emotions, work that hinders the implementation of the decision is developed at a low level (1.1), 4th grade students are also low (1.2). Persistence as the ability to move quickly from the set goal is average (2.1) in 1st graders, high in advanced grades in 4th graders (2.5). Courage, as the ability to act at the risk of life and health, is low (1.1) in 1st graders, and average (1.8) in 4th graders. Independence, the ability to perform an action without external help, the ability to control oneself and the ability to be responsible for one's behaviour and actions are developed in 1st grade students low (1.4), 4th grade students on average (1.7). Organization, diligence, ability to work according to plan.

Planning and clearly fulfilling the set goals, bringing them to the end, Strictly and precisely follow all the instructions of adults developed in 1st grade level (1.3), 4th graders are also at a low level (1.4). Diligence, as the ability to organize one's work in such a way that it is done in a specific time, developed in 1st grade students is low (1.2), 4th grade students are also low (1.4).

Initiative, as the ability to set new tasks in front of oneself and to carry them out, is poorly developed in 1st grade students (1.2), 4th grade students - at an average level (1.9). Goal-seeking, as the ability to follow a goal for a long time, overcoming difficulties, was developed at a low level in 1st grade students (1.4), 4th grade students at an average level (1.8). Diligence, as concentration in the performance of academic work, accuracy, diligence, is highly developed in 1st grade students (2.2), for 4th grade students - average (1.6).

Thus, as a result of the study of the development of voluntary qualities, it was found that the students of junior high school are students of the 1st grade, they are distinguished by a low level of discipline, a low level of development of determination, low endurance, development of an average level of determination, low level of development of courage,

low level of independence, low organization, low level of diligence, low level of development of initiative, low level of development of self-sacrifice, high level of diligence.

4th grade students have an average level of discipline, average level of development of perseverance, low endurance, high level of perseverance, medium level of development of courage, average level of development of independence, low organization, low efficiency. The average level of development shows initiative, the average level of development of purposefulness, the average level of development of diligence.

4 CONCLUSIONS

In short, the will is a mental process that represents the action of a person. Independent - having one's own reasonable opinion. Endurance is a high level of willpower of a person. Persistence is to be one step ahead in one's decisions. Abulia is the highest manifestation of unwillingness. A goal is a situation that drives a person to a certain area. A result is an achievement achieved through action. The formation of the will depends primarily on the parents. Formation of conscious discipline in a child is one of the important conditions of education. The development of volitional qualities is a necessary condition of discipline, it helps to understand the need to follow the rules of behaviour, as well as to regulate one's desires. School plays an important role in education of voluntary qualities. It imposes a number of requirements on the child, without which it is impossible to study at school, it forms the child's discipline. The teacher has a direct influence on the formation of the child's wilful qualities, as well as various other characteristics. Children often try to imitate the behaviour of the teacher.

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