



EDUCATION AND EDUCATIONAL UNITY IN PRIMARY GRADES: THEORETICAL BASIS AND PRACTICAL APPROACHES

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Abstract: *This article analyzes the interdependence of the process of education and upbringing in primary schools, their formation as a single pedagogical system and the mechanisms of their application in practice. Along with the development of knowledge, skills and competencies of students in the educational process, the pedagogical foundations of the formation of moral, spiritual and social qualities are highlighted. In addition, effective approaches aimed at ensuring the harmony of education and upbringing in the primary education system are revealed on the basis of practical examples.*

Keywords: *Educational unity, primary education, pedagogical process, spiritual education, integrative approach, teacher activity, competence, moral education, quality of education, pedagogical technologies.*

Primary education is a stage that creates the foundation for the intellectual, moral and social development of a person, in which the principle of the inseparability of education and upbringing is of particular importance. In recent years, the “knowledge-skills-competence-values” chain has become the main criterion in world pedagogy. From this point of view, it is outdated to imagine education in primary grades as two independent processes aimed only at imparting knowledge, and upbringing as only at shaping character. The principles of integrative pedagogy require a deeper scientific substantiation of the unity of education and upbringing.

Education - "Pedagogy", that is, the science of raising children. To raise a child well for their health and happiness is to keep their body clean, to keep them young, to correct their character from a young age, to teach them good manners, and to protect them from bad manners. Educators are like doctors who, just as a doctor

treats a patient's physical illness, so too should they treat the child's anger by giving them the medicine called "good manners" and increasing their education. Because, we are commanded to correct our manners according to the commandment of "Hassinu akhloqikum". But the main pillar of the well-being of our people is education.

In traditional approaches, the content of education was interpreted as a system of knowledge, and upbringing as a set of separate activities. Modern theories, however, see the development of the individual in the integral integration of cognitive-emotional-social-value systems. Therefore, the article developed conceptual and practical approaches based on a new model of the unity of education and upbringing.

In primary school, the unity of education and upbringing theoretically means directing the pedagogical process towards a single goal, in which the formation of the student's knowledge, skills and qualifications, as well as the upbringing of his spiritual and moral qualities, complement each other. Practical approaches are aimed at putting this unity into practice and include: paying attention to moral and educational aspects along with imparting knowledge in the lesson; encouraging active creative and social activity of students; conducting education and upbringing based on their interests and characteristics through individual work with students; and establishing close cooperation with parents and family.

Theoretical foundations

The inextricable link between education and upbringing: The essence of this unity is that in the process of providing knowledge to a student, his personal characteristics, moral views and behavior are formed.

Person-centered education: The pedagogical process involves putting the individual at the center and taking into account the specific needs and abilities of each student.

Socialization process: Through the unity of education and upbringing, it is intended that the student will find his place in society, master social norms and values.

Practical approaches

Integrating education and upbringing in the lesson:

The teacher, while explaining the lesson material, instills in the students ideas that form qualities such as patriotism, honesty, and humanity.

Organizing questions and answers, discussions of students when teaching the topic, ensuring their active participation in them.

Encouraging active creative and social activities of students:

Organizing participation in various events, clubs, holidays, socially useful work.

Encouraging them to carry out individual projects and creative work based on their interests.

Individual work with students:

Supporting the achievements of each student and helping to overcome their shortcomings.

Adapting teaching methods, taking into account the personal characteristics and interests of the student.

Requirements for knowledge and skills in the subject "Theory and Methodology of Education and Training (by areas)"

In the process of studying the subject "Theory and Methodology of Education and Training (by areas)", it is necessary to know the following pedagogical concepts and acquire skills:

- conduct educational work in accordance with pedagogical laws and principles using the ideas of independence;
- when planning pedagogical activities, set goals and objectives for the near, medium and long term;

- apply the main forms of teaching and moral education in practice;
- apply convenient methods and means of teaching and moral education in practice, be able to use them correctly in certain situations;
- organize the educational process using modern pedagogical and information technologies, as well as advanced pedagogical experiences of the East and the West;
- organize the correct implementation of the tasks set for oneself;
- stimulate personal activity and behavior;
- analyze pedagogical situations, educational and upbringing results, study the team; identify the reasons for non-mastery, shortcomings and determine effective measures to eliminate them;
- to improve one's knowledge, to use in practice achievements in pedagogical science, advanced practices, to conduct convenient pedagogical research, to show a positive, tolerant and improvisational attitude to work, not allowing superficiality and work in the same mold in pedagogical activity;
- to achieve the effectiveness of the tasks of the group leader and educator-mentor, to organize self-management with external education, parents, neighborhood, and the public.

During the study of the subject "Theory and Methodology of Education and Training (by subject)", the student must be able to demonstrate the ability to use modern educational technology, computer, information technology, modeling of pedagogical situations, and to perform practical and scientific research tasks of pedagogical content. The holistic model explains the younger student based on four structural blocks:

1. Cognitive block — knowledge, logical thinking, analysis.
2. Affective block — emotion, empathy, sensitivity, emotional culture.
3. Social block — cooperation, communication, teamwork.
4. Axial block — values, responsibility, honesty, discipline.

The new approach is that each lesson ends with an “axial moment.” This is a process of understanding and evaluating whether students have demonstrated a human quality in relation to the topic studied. This method is very effective in practice, but is almost not covered in the scientific literature.

The article proposes an ecological model of the educational environment. This idea is a new scientific approach to primary education.

The classroom community is defined as a pedagogical ecosystem:
The teacher is not the central controller of the ecosystem, but the “energy distributor”.

Students are active subjects, “stability indicators” of the ecosystem.

The learning process is a changing flow (knowledge, communication, action).

The school environment is external factors (rules, climate, social environment).

In this system, a change in one element is reflected in another. Research shows that many problems in primary education arise precisely from imbalances in the ecosystem.

The new model explains the moral development of a student in a 4-stage spiral:

1. Imitation - repeating the behavior of the teacher.
2. Identification - accepting the teacher as a moral ideal.
3. Integration - the assimilation of the value into everyday behavior.
4. Individualization - independent moral decision-making.

This model scientifically substantiates the formation of internal motivation in education.

Education is a process of activity that prepares a person for social life based on a specific goal, based on historical and social experience. In different times and places, social education has been expressed in different ways, and its content is based

on social goals. The goal of education is a process related to what to achieve in the future and what efforts to make for it.

From the simplest action to a large-scale state program, education organized on the basis of a specific goal is always aimed at a specific goal. There is no education without a goal, without expressing a certain idea. Based on the goal of education, its content is based on which methods and techniques are determined that serve to achieve the goal. The problem of the goal of education is considered one of the current issues of pedagogy.

The goal of education reflects the unity and harmony of general and individual goals. The goal is directed towards solving the general social goal of education and is manifested as a system of specific tasks. Therefore, the goal of education is a system of tasks that are solved through education. Educational goals are grouped into general and specific tasks according to their essence and scope.

In conclusion, the unity of education and upbringing in primary grades is the main requirement of modern pedagogy. The scientific approaches put forward in the article, such as the holistic model, mini-ecosystem theory, value codes, 3D-education, value spiral model, and educational indicators, allow for the effective organization of the primary educational process and the comprehensive development of the student.

If the proposed theoretical ideas are applied to pedagogical practice, the harmonious development of knowledge, skills, values, and responsibility in the student will be ensured. This marks a new stage in raising a competitive generation in accordance with the requirements of state educational standards and the National Curriculum.

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