

TO IMPROVE THE FEELING OF RESPONSIBILITY IN PRIMARY CLASSES

Sobirjonova Nodirabegim Hayotillo Qizi
Student of Andizhan State University Faculty of Pedagogy
javohir3328882@gmail.com

ABSTRACT:

In the given article we deal with the feeling or the notion of responsibility and improve this notion in primary classes. Explaining the notion itself to children and draw their attention to use it during their life.

Keywords: responsibility, agreement, ability, contribute, society.

INTRODUCTION

Over time, most parents want children to accept ownership for a task or chore – the children do it because it needs to be done and accept that it is their obligation to do it. Over time, they may even initiate doing a task because it needs to be done not because they are being told to do it. This attitude would be called **responsibility**. When asked what traits parents would like their children to have now and as adults, one of the most common responses is –to be responsible. This is a broad term which means many different things, including:

- Being dependable so people know they can count on you,
- Keeping ones word and agreements,
- Meeting ones commitments,
- Doing something to the best of ones ability,
- Being accountable for ones behavior,
- Accepting credit when you do things right and acknowledging mistakes,
- Being a contributing member of ones family, community and society.

RESEARCH METHODOLOGY:

Being responsible is a key to children's success both in school and in the larger world

when they grow up. Most parents would love their children to do what the parent asks, to follow directions and to not question their authority understandable and important goals when raising children. However, this is not responsibility!! These behaviors would be classified as obedience.

Parents may have to give up having things done exactly as they would like them to be done and on their exact timetable in order for a child to move from obedience to responsibility. But allowing a child to “do it his way” will encourage a feeling of pride in accomplishment and foster a sense of responsibility.

Considering the shift from obedience to responsibility raises the issue of how involved you should be in helping your children to meet their commitments and complete tasks.

- Not wanting our children to fail can lead parents to do too much for their children; when this happens, the children dont learn to take on the responsibility themselves.
- On the other hand, there are times when children do need guidance, support or information so that they can learn how to be responsible.

Finding the balance between over-managing and under-parenting is an art:

DISCUSSION:

Deciding when it is appropriate to step in and when it is more effective to let go and give the child space to do it his way will depend on the childs maturity, past behavior with responsibility in general and with this task in particular, the developmental task the child is working on, the childs temperament, and many

other considerations. Instilling the attitudes and traits that make children responsible occurs over years and involves many different pieces that make up the parenting puzzle. If you have ever wondered if you are being either too strict or too lenient or if you are giving your children enough love, then you have stumbled upon considerations about the two important roles that parents have. Each has a part in helping your children become responsible. When you are carrying out the Nurturing/Caring Role, you are being kind and loving to your children. It is in this role that you listen to your children, support them, spend time with them, and are affectionate with them. As the Nurturing Parent, you **communicate unconditional love** no matter what happens, you love your children just because they exist and are yours. This allows your children to take risks, to make mistakes, knowing that they have their parents unconditional support and love. When you are fulfilling the responsibilities of the Structure or executive Role, you are **setting limits and boundaries, imposing discipline, teaching your children how they should behave, passing on your values, and giving guidance.**

By not meeting their needs immediately and not giving them everything they want, you provide an opportunity for your children to tolerate some frustration, delay gratification, become less impulsive and less self-centered. You set standards of behavior that you expect your children to meet. You establish consequences for breaking rules and you follow through on those consequences. You teach your children to be appreciative for what they have. It is through the Executive Role that you hold your children accountable for their behavior, and that in turn, fosters the development of a sense of responsibility. Children are more likely to accept the limits you set and are more likely to want to meet your expectations (i.e. be

responsible) when you provide a warm, caring and supportive relationship that underlies the discipline you impose.

RESULTS:

It has been shown that children with high self-esteem tend to be more responsible. They are better at:

- Waiting for what they want they believe that with persistence and practice they can reach a goal.
- Acknowledging their mistakes and learning from them.
- Sticking to a task.
- Being willing to ask for help.
- Being clear about their strengths and weaknesses.
- Taking risks and trying new things.
- Believing that they can solve problems they encounter.

How can parents instill a high sense of self-esteem in their children? One way is by providing messages that build each of the two essential components of self-esteem, feeling lovable and feeling capable. Much has been written these days about the entitled and over-indulged generation. The traits that these children exhibit are the antithesis of what it takes to be responsible.

Over-indulged children:

- Frequently expect things to be done for them that they could do for themselves.
- Are demanding.
- Do not show gratitude or appreciation.
- Often have an abundance of things but never feel like they have enough.
- Do not tolerate frustration well.
- Have a hard time waiting for something that they want.
- Do not admit to mistakes.
- Do not try to do their best.
- Do not think about giving back or being generous, either at home or in the community.

This would clearly interfere with a child becoming responsible, either about his commitments or for his things.

Examples of giving too much would be:

- A 5-year old boy gets a new video game as it is released even though he does not take care of his things and does not show appreciation for what he has.
- A 13-year old girl takes private music lessons, but often doesn't practice because she also is on the travel tennis team and is on the student council. Sometimes she misses the tennis practices on Friday nights because she prefers being with her friends.

This results in them not learning skills of everyday living and how to care for themselves. This also occurs when parents do not require them to be contributing members of the family. The child is not expected to be responsible, is not given the opportunity to do so and does not learn the skills and attitudes that will lead to responsibility.

CONCLUSION:

Not expecting enough or demanding enough of children. This has to do with parents not requiring their children to meet

their obligations or the parents' expectations, or to face the consequences of their actions.

These parents do not hold their children accountable for their behavior, they make excuses for them, and bail them out when they get in trouble or slack off.

Teaching responsibility in the classroom is important. By teaching your students to be responsible in the classroom, you're also teaching them to be responsible at home and in their communities. This is a life skill that they will need to practice throughout their lives.

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