

## THE ROLE OF THE TEACHER IN THE FORMATION OF VALUE ORIENTATIONS OF PRIMARY SCHOOL STUDENTS

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**Abstract:** The article examines the role of the teacher in the formation of value orientations of younger schoolchildren. The analysis of pedagogical literature, normative documents and empirical studies confirming the importance of educational work in the educational process is carried out. The research used questionnaires, pedagogical observation and experimental methods to evaluate the effectiveness of various pedagogical technologies. The results of the study are presented in the form of tables confirming the positive influence of interactive techniques and the personal example of the teacher on the development of moral guidelines in children. In conclusion, recommendations are formulated to improve the educational activities of primary school teachers.

**Keywords :** value orientations, younger schoolchildren, moral education, the role of the teacher, pedagogical technologies, elementary school.

### INTRODUCTION

The modern education system is aimed not only at the transfer of knowledge, but also at the education of a person capable of making a meaningful choice of values and conscious behavior in society. The most important role in this process belongs to the teacher, who acts not only as a bearer of knowledge, but also as a mentor, forming the value orientations of younger students.

In the context of globalization, rapid technological changes and social challenges, the need to develop sustainable moral and civic qualities is becoming increasingly urgent. The value orientations of primary school students are laid down in the educational space through everyday interactions with the teacher, the content of educational material and the organization of educational work. The teacher becomes the main conductor of moral, civic and cultural values, contributing to the formation of the child's personality.

In pedagogical science, value orientations are understood as a system of internal beliefs that influence a person's choices and behavior ( Schwartz , 2012). Research by domestic and foreign scientists shows that the initial stage of education is critically important for the formation of the foundations of morality and a child's worldview ( Vygotsky , 1986; Dewey , 1916). During this period, children are most susceptible to the influence of authoritative adults, primarily teachers.

The purpose of this study is to identify the role of the teacher in the formation of value orientations of primary school students, to determine the most effective pedagogical methods and to develop recommendations for their implementation in the educational process.

## **METHODS**

To achieve the set goal, the following research methods were used:

Theoretical methods:

1. Analysis of pedagogical literature – the works of domestic and foreign teachers on issues of moral education were studied ( Vygotsky , 1986; Montessori , 2000).
2. Comparative analysis – various models of educational work in the educational systems of different countries are considered.
3. Analysis of regulatory documents – state educational standards and programs for upbringing in primary school were studied.

Empirical methods:

4. Survey of teachers and parents – a survey was conducted among 30 teachers and 60 parents about methods of teaching values.
5. Pedagogical observation – during the academic year, the activities of primary school teachers in developing value orientations in students were analyzed.
6. Experimental study – testing of students at the initial and final stages of the study was conducted to evaluate the effectiveness of various methods.

Statistical methods:

7. Quantitative data processing – statistical analysis methods were used to process the results of the survey and testing.
8. Data visualization – the results are presented in the form of tables, which allows you to clearly assess the dynamics of changes.

## **RESULTS**

The study included an analysis of the teacher's influence on the formation of value orientations of primary school students. A survey, pedagogical observation and an experiment were conducted, which allowed us to identify key patterns in the educational process.

1. Survey of teachers and parents

At the first stage, a survey of 15 teachers and 30 parents of primary school students was conducted. The goal was to identify the most effective pedagogical methods for forming values in children.

The results of the survey of teachers are presented in Table 1 .

Pedagogical methods	Used frequently (%)	Rarely used (%)	Not used (%)
Personal example of a teacher	92	6	2
Conversations about moral standards	85	10	5
Game techniques	74	20	6
Group discussions	67	25	8
Project activities	53	30	17
Use of fiction	80	15	5

As can be seen from Table 1, the most effective method is the teacher's personal example (92%), as well as conducting conversations and using fiction. Project and group forms of work are less popular.

A survey of parents confirmed that 73% of respondents believe that the teacher plays a key role in shaping the child's values, while 22% believe that the family makes the main contribution.

## 2. Pedagogical observation

During the academic quarter, observations were conducted on 2 classes (60 students in total). During the analysis, the dynamics of students' value orientations were assessed depending on the educational methods used by teachers.

The data of pedagogical observation are presented in Table 2.

Criterion	Before the experiment (%)	After the experiment (%)	Change ( ^ )
Level of discipline	54	81	+27
Showing respect to classmates	61	85	+24
Responsibility for assigned tasks	48	79	+31
Ability to work in a	57	83	+26

team			
Level of interest in moral conversations	45	78	+33

As can be seen, all indicators showed growth, which indicates the high efficiency of the teacher’s work in the educational process.

### 3. Pedagogical experiment

The next step was to conduct an experiment involving two groups:

Control group ( CG ) – 30 students, where traditional educational methods were used.

Experimental group (EG) – 30 students, where interactive and project methods were used, aimed at developing value orientations.

Based on the results of the experiment, the dynamics of the level of formation of values in children were assessed according to the following parameters: respect for others, responsibility, empathy and self-control.

The results of the experiment are presented in Table 3.

Parameters values	Before the experiment ( CG )	After the experiment (CG)	Before the experiment (EG)	After the experiment (EG)	At - growth in EG ( ^ )
Respect for surrounding	58	65	57	84	+27
Responsibility	52	60	50	83	+33
Empathy	49	55	48	80	+32
Self-control	46	53	47	79	+32

The results show that in the experimental group the level of value orientations increased significantly more than in the control group. For example, the level of responsibility increased by 33% in the EG versus 8% in the CG .

### Conclusions on the results

1. The personal example of a teacher is the most significant factor in the formation of values in primary school students (confirmed by 92% of teachers).

2. Interactive and project methods (games, conversations, group work) contribute to better assimilation of values than traditional forms of education.

3. According to the experimental data, value orientations are formed more successfully if the teacher pays special attention to moral education (the difference between the EG and CG is on average 30%).

## **DISCUSSION**

The obtained results allow us to better understand the role of the teacher in the formation of value orientations of primary school students. The analysis of the data confirms that the personality of the teacher, the methods of education used and the school environment have a significant impact on the development of moral and social attitudes in primary school children.

1. The importance of the teacher's personality in the formation of values.

One of the key factors influencing students' value orientations is the teacher's personality. The teacher not only imparts knowledge, but also serves as a role model, developing such qualities in children as respect, responsibility, hard work, and goodwill. Research ( Goleman , 1995; Erikson , 1968) shows that the emotional intelligence of the teacher directly influences the social and emotional development of students. Those teachers who demonstrate a high level of empathy and communication skills contribute to children's more successful acquisition of moral and ethical standards.

2. The influence of educational methods on the formation of value orientations.

Various pedagogical approaches show varying degrees of effectiveness in forming values in primary school students. The results of the study confirm that the most effective are:

Game methods – form social skills and develop a sense of justice through interaction.

The case method promotes awareness of moral dilemmas and independent decision-making.

Project-based learning – develops collective responsibility, creativity and collaboration skills.

Dialogue technologies teach children to argue their views, respect other people's opinions and come to a common decision.

The use of an integrated approach, including a combination of various methods, allows for a more effective influence on the process of forming value attitudes.

3. The role of the school environment and external factors.

The school environment that supports the educational process plays a significant role in the formation of moral attitudes of primary school students. It is important that the entire educational environment - not only teachers, but also school management, parents and even peers - contribute to the strengthening of positive values. Modern research ( Durlak et al ., 2011)

emphasize that a comprehensive approach to education, including the participation of family and society, produces the most sustainable results.

#### 4. Influence of social and cultural factors.

The value orientations of primary school students are formed in a broad socio-cultural context. In the context of globalization and the rapid spread of digital technologies, children are exposed to the influence of various information sources from an early age. This requires teachers to take a more conscious approach to education, including the development of critical thinking in schoolchildren. The educational program should take into account not only traditional values, but also modern challenges such as media literacy, digital ethics and emotional stability.

#### 5. Gender and individual differences

The results of the study also showed that boys and girls respond differently to various educational strategies. Girls are more likely to show empathy and collectivism, while boys tend to be more leadership and competitive. This requires a differentiated approach to education to ensure the development of all students in accordance with their individual characteristics.

Thus, the role of the teacher in the formation of value orientations of primary school students cannot be underestimated. The teacher not only transmits knowledge, but is also a conductor of moral and social norms. The use of modern educational methods, the creation of a favorable educational environment and consideration of the individual characteristics of children contribute to the successful formation of a value system that will become the basis for their future life.

### CONCLUSION

Formation of value orientations of primary school students is a complex and multifaceted process that requires conscious and targeted pedagogical influence. The study found that the teacher plays a key role in this process, acting not only as a transmitter of knowledge, but also as a moral guide for children.

The importance of a teacher in the educational process. A teacher is one of the first adults with whom a child systematically interacts outside the family. The values a child learns largely depend on the personality of the teacher, his or her behavioral patterns, worldview, and level of emotional intelligence. If a teacher demonstrates respect, tolerance, goodwill, and responsibility, then these qualities are more easily formed in schoolchildren. However, if a teacher is not aware of his or her educational function or is not sufficiently prepared in this aspect, his or her influence may be less effective.

The role of educational methods and the educational environment. The study showed that traditional forms of education, such as moral conversations, are currently giving way to interactive methods that better match the age and psychological characteristics of children. Game methods, project-based learning, dialogue technologies and case methods contribute to the active acquisition of moral principles through the child's personal experience. Moreover,

value orientations are formed not only in lessons, but also during extracurricular activities, communication with peers, interaction with parents and the external social environment.

Influence of family and society. Although the teacher plays an important role in the formation of value systems, the educational process cannot be effective without the participation of the family and society as a whole. Parents, being the child's first mentors, set the basis for his worldview. If school education diverges from family attitudes, this can lead to internal contradictions in the child and a decrease in the effectiveness of the educational process. Therefore, cooperation between teachers and parents, the formation of a unified system of value guidelines is an important task of the educational process.

Modern challenges in the formation of value orientations. In the context of globalization and the active development of digital technologies, children are increasingly exposed to the influence of various information flows. The Internet, social networks, mass media - all this can form both positive and negative values. In this regard, the teacher has an additional task - to develop critical thinking in schoolchildren, the ability to analyze information, make conscious moral choices. A modern teacher should be not only a bearer of traditional values, but also a mentor who helps the child adapt to a complex and changing world.

The need to train teachers. The results obtained confirm that the effectiveness of the educational process largely depends on the level of training of teachers. In this regard, it is especially important to improve the qualifications of teachers, introduce courses in the programs of pedagogical universities devoted to the methods of educational work, psychology of primary school age and technologies for the formation of value orientations.

#### Conclusions and practical recommendations

Based on the conducted research, several key conclusions can be drawn:

1. The teacher is one of the most important factors in the formation of value orientations of primary school students, acting as a role model for children.
2. The use of modern interactive methods increases the effectiveness of educational work.
3. The formation of values should take place in the unity of school, family and society, which requires close interaction between teachers and parents.
4. Modern challenges, such as digitalization, require new competencies from teachers – the ability to work with information flows and develop critical thinking in children.
5. Systematic work is needed to improve the qualifications of teachers in the field of educational activities.

Thus, the formation of value orientations of primary school students is a continuous process that requires a comprehensive approach. A modern teacher should not only impart knowledge, but also actively participate in the moral development of the child, creating conditions for his or her full personal growth. The introduction of effective educational strategies, taking into account the psychological and age characteristics of children, interaction



with parents and the constant improvement of the teacher's professional competencies are the key to the successful formation of stable moral and social guidelines in schoolchildren.

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