APPLICATION OF INNOVATIVE TECHNOLOGIES IN PRIMARY SCHOOL AND ITS TASKS IN PERSONALITY FORMATION

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ABSTRACT

This article discusses the requirements for the personal results of students who have mastered the basic educational program of the educational standard of basic general education. Requirements for personal results include the development of moral feelings, goodwill and emotional and moral sensitivity, the development of understanding and empathy for the feelings of other people, the development of cooperation skills with adults and peers in various social situations, conflicts and controversial theoretical situations, information about ways out of situations.

Keywords: education, standard, technology, requirements, methodology.

In the Republic, the educational standard establishes requirements for the personal results of students mastering the basic educational program of basic general education. Among the requirements for personal results are the development of ethical feelings, goodwill and emotional and moral responsiveness, understanding and empathy for the feelings of other people, the development of skills of cooperation with adults and peers in different social situations, the ability not to create conflicts and find ways out of controversial situations. [1,2]

In my work on developing social skills in primary school students, I used the methodological manual of Vostrikov "Course of development of abilities for communication and emotional expressiveness" and monograph. [1]

Man is a collective being. He strives to communicate with different people. When entering school, the child's social space expands. He constantly communicates with teachers and classmates. At this age, friendships are more intense but less durable. Children of primary school age learn the ability to make friends and find a common language with different children. Already in elementary school, you can notice that among the children there are children with whom most of their classmates communicate, they are the center of attention, and there are those who remain on the sidelines, who find it difficult to find friends, turn to other children for help, and there are children with with whom they often quarrel and refuse to be friends with them.

Dissatisfaction in communicating with classmates affects all areas of the junior's life: from behavior to academic performance, and can push him to various illegal acts.

A person's success in life depends on the presence of certain personal qualities. Therefore, every person must know and understand himself. He must have an accurate idea of himself. Only then can he determine which personal qualities to improve and which quality to develop. To do this, you need to learn to identify your strengths and weaknesses. Advantages are positive qualities (kindness, politeness, responsiveness, etc.), disadvantages are negative qualities (greed, selfishness, rudeness, etc.). What are the positive and negative qualities? The list of these qualities compiled by junior schoolchildren is small. The task for them is even more difficult - to fully characterize the listed qualities, to identify all the shades.

Answering this question: "Who do you like to communicate with and play with?" Students name such personality traits as kindness, responsiveness, and willingness to help in difficult times. But these are not all character qualities. There are more of these qualities. And the child must master them in order to give himself a full assessment.

When becoming familiar with new character qualities, it is necessary to take into account the limited moral, emotional and sensory experience of younger schoolchildren. Therefore, systematic work by the teacher is necessary to accumulate and enrich the personal moral, emotional and sensory experience of students. To do this, it is important to use the experience of real encounters with certain life situations, as well as to be able to evoke experiences based on images of representation and imagination.

Each person develops a certain self-esteem in the course of his life, activities, and communication with people. It develops under the influence of two main factors: assessments of the people around you and comparison of the results of your activities with the results of the activities of other people. Self-esteem in children is not always adequate to their real achievements and capabilities in various types of activities. Some children overestimate themselves, others underestimate themselves, and it can be common when the child is self-confident or, conversely, unsure of himself in everything.

However, as self-esteem develops, it begins, in turn, to actively influence the child's behavior. Working in a group allows you to adjust the child's self-esteem, increase or decrease it, but in any case bring it closer to adequate. Having identified your advantages and disadvantages, you need to analyze them and identify the reasons for their manifestations in order to change the manifestations of quality.

The first stage of work is to familiarize students with the eight facets of character and their opposites:
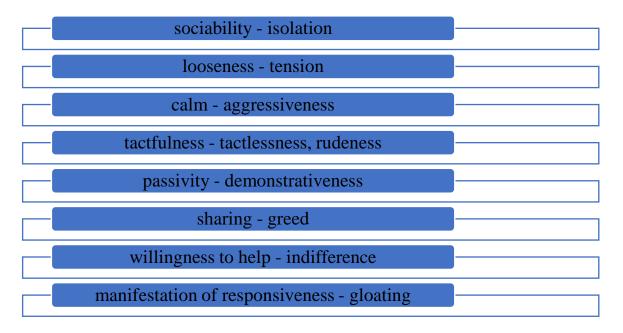
sociability - isolation

looseness - tension

calm - aggressiveness

tactfulness - tactlessness, rudeness

passivity - demonstrativeness

sharing - greed

willingness to help - indifference

manifestation of responsiveness - gloating

Fig.1. Stage of work is to familiarize students with the eight facets of character and their opposites.

Classes are held in groups of 12 people. In the first lesson, the teacher asks the children to discuss the question: "What kind of people do I like and why?" Students name various character qualities and explain why they named this or that quality. 4th grade students named 6 qualities. From the list of listed qualities, they choose the most important ones that they would like to see in people first. They identify qualities that are the opposite of these positive qualities. Next, the list of qualities is supplemented by the teacher. These character traits are new to students. Children become familiar with one of the manifestations of character, for example, sociability - isolation. Each student gives his own understanding of these words. Everyone listens carefully so as not to repeat what was said. This is how a complete description of these qualities is compiled. The teacher complements and clarifies the description. Next, work in pairs. Students come up with examples of these qualities. Discussing examples with a partner, and then in a group, contributes to a more complete and deeper understanding of new concepts. Students participate in the discussion with interest.

The second stage is assessing the manifestation of character traits in oneself. The child needs to imagine himself from the outside and observe how both character traits, for example, sociability - isolation, manifest themselves in him. When assessing, students turn to the knowledge they have acquired and to their emotional and sensory experience.

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