



## **THE NECESSITY OF DEVELOPING A RUSSIAN LANGUAGE LESSON FOR PRIMARY SCHOOL STUDENTS AIMED AT FORMING THE VALUE OF TIME**

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### **Abstract**

The article examines the problem of forming a value-based attitude toward time among primary school students within the framework of Russian language lessons. The article substantiates the educational potential of Russian language lessons in shaping students' understanding of time as a significant life value. Particular attention is paid to methodological approaches, including the use of texts, speech development tasks, game-based learning, visualization, and reflection.

**Keywords:** Value of time, primary school students, Russian language teaching, time management, moral education, pedagogical methods, speech development, educational process.

### **Introduction**

The problem of forming a value-based attitude toward time among primary school students is one of the pressing issues in modern pedagogy. In the studies of Lev Semyonovich Vygotsky, it is emphasized that a child's personality develops through learning and social interaction, with particular importance given to the formation of regulatory functions, including the ability to plan activities and understand time frameworks [1]. According to the cultural-historical theory, the assimilation of social norms, including attitudes toward time, occurs through educational activity and interaction with the teacher. Vasily Alexandrovich Sukhomlinsky considered the learning process as a means of moral education, focusing on the development of responsibility, discipline, and respect for work, which are directly related to the awareness of the value of time [2]. In addition to classical theories, modern pedagogy also highlights the importance of time-management skills as part of 21st-century competencies. Researchers note that digitalization has significantly changed



children's cognitive behavior: attention span is reduced, multitasking is increased, and the ability to focus on long-term tasks is weakened. This leads to difficulties in self-organization and planning, which are essential for academic success.

In the context of rapid development of information technologies and the digital environment, the issue of rational time use becomes especially significant. Modern children are exposed from an early age to numerous distracting factors such as gadgets, social media, and entertainment content, which leads to decreased concentration and insufficient development of self-regulation skills. As a result, primary school students often experience difficulties in organizing their activities, fail to properly distribute time between study and rest, and demonstrate low levels of discipline. This necessitates targeted pedagogical intervention aimed at forming a value-based attitude toward time.

One of the effective means of addressing this issue is Russian language lessons, which possess considerable educational potential. Traditionally, these lessons are aimed at developing linguistic competence; however, their content and teaching methods allow for the integration of educational objectives without compromising the main goal. Through working with texts, developing oral and written speech, and performing grammatical and lexical exercises, teachers can form students' understanding of time as an important resource that requires careful and conscious use.

The selection of educational material plays a crucial role. The use of texts reflecting the value of time contributes to shaping appropriate attitudes in students. These may include stories, fairy tales, instructive narratives, as well as proverbs and sayings that embody collective wisdom. For example, expressions such as "Business before pleasure" and "Time waits for no one" help convey the idea of the limited nature of time in an accessible form. The analysis of such texts not only develops speech skills but also contributes to the formation of moral guidelines. The organization of students' speech activity is also of great importance. Composing narratives on topics such as "My Day," "How I Spend My Free Time," and "Why It Is Important Not to Be Late" allows children to reflect on their own experiences and evaluate the effectiveness of their time use. Written tasks aimed at describing daily routines help develop planning and structuring skills. In addition, such tasks form the ability to express thoughts logically and coherently.

The effectiveness of forming a value-based attitude toward time largely depends on the use of diverse methodological approaches. At the primary school level, play



remains a ведущей activity; therefore, incorporating game-based elements into lessons increases motivation and enhances learning outcomes. Time-limited tasks, role-playing activities simulating real-life situations, and the use of timers help students understand the value of time in practice [3]. The use of visual aids is equally important. Clocks, diagrams, illustrations, and daily schedules help concretize the abstract concept of time. Visualization enables younger students to better understand the sequence of events and relate their actions to specific time intervals. For example, creating a visual daily schedule allows students to see how much time they spend on different activities and encourages reflection on its rational use.

Practice-oriented tasks also play a significant role. The connection between educational material and real life increases its relevance and facilitates the transfer of knowledge into everyday practice. Tasks related to planning the day and distributing time between study, rest, and extracurricular activities help develop self-organization skills. It is important that students not only complete tasks but also understand their practical significance. Special attention should be paid to reflection. Discussing the results of activities, analyzing mistakes and achievements, and answering questions such as “Why is it important not to waste time?” or “How can time be used effectively?” stimulate critical thinking and the formation of a personal position. Reflection helps consolidate knowledge and transform it into stable skills. The development of Russian language lessons aimed at forming the value of time requires consideration of age and psychological characteristics of students. At the primary school level, children perceive information mainly at a visual and imaginative level; therefore, it is important to use vivid, accessible, and emotionally rich materials. Teachers should create situations of success, maintain interest in learning, and encourage active participation [4]. It should be noted that forming a value-based attitude toward time is a complex task requiring a systematic approach. Russian language lessons can become an important component of this system, but their effectiveness increases when combined with other subjects and extracurricular activities. Cooperation between teachers, parents, and students contributes to the formation of stable time-management skills. In addition to game-based learning, project-based learning plays an important role in forming the value of time. For example, students may create a “Time Diary” project, where they record their daily activities and analyze how effectively they manage their time. This method promotes reflection, responsibility, and awareness of personal habits. An important direction is



interdisciplinary integration. The concept of time value can be reinforced across different subjects such as mathematics (time calculation), science (biological rhythms), and physical education (time discipline). This approach ensures consistency in developing time-management skills.

The results of implementing specially designed lessons indicate a positive impact on students' development. Children develop a more conscious attitude toward time, increased discipline and responsibility, and improved ability to plan their activities. This contributes to higher academic motivation and achievement, as well as the development of key competencies necessary for successful socialization.

Thus, the necessity of developing Russian language lessons aimed at forming the value of time among primary school students is determined by modern educational requirements and the characteristics of children's development in the information society. The implementation of the educational potential of lessons ensures a harmonious combination of teaching and upbringing, contributing to the comprehensive development of the child's personality.

## **References**

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