
DIAGNOSING THE LEVEL OF UPBRINGING OF PRIMARY SCHOOL CHILDREN AS AN EFFECTIVE PREREQUISITE FOR THE UPBRINGING PROCESS^{§§}

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Abstract

At the stage of rapid development of science and technology, the primary task of the school is the formation of a comprehensively developed personality, which is carried out in the pedagogical process, the structure of which includes an important and mandatory process of education. It is impossible to organize a well-founded process of personality development without pedagogical diagnostics aimed at studying the individual characteristics of pupils and the socio-psychological characteristics of the children's collective.

With the help of diagnostic techniques, the teacher receives data on the state of the educational process, the quality of education and upbringing of students, processes this data, analyzes and evaluates them, corrects and predicts the development of the educational process and students.

In the process, the younger generations must assimilate what has already been accumulated by society, that is, to assimilate educational knowledge, values brought to their level of development, master a certain culture of behavior, abilities, learn the norms and experience of society's behavior and develop a certain system of views on life.

Upbringing is the process of transferring social and historical experience by the older generation to new

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generations in order to prepare them for life and work, which is necessary to ensure the further development of society.

Today, modern society is moving towards the modernization of education. As a result of significant transformations, state educational and subject standards are aimed at teaching in their content, giving secondary importance to the education of students and value orientation.

It is necessary to determine the level of upbringing with the help of diagnostic tools, methods and techniques and, based on the identified qualities, organize a student-oriented and personality-oriented upbringing process.

Keywords: *upbringing, diagnostics, diagnostics of upbringing, diagnostic methodology, primary school, child development, educational assessment, behavioral evaluation, educational foundations.*

INTRODUCTION

Moral education is a purposeful two-way process of forming moral consciousness, forming moral emotions and feelings, developing skills and habits of moral behavior. Behavior is ethical if a person weighs, considers his actions based on value, acts competently, choosing the right way to solve the problem he is facing. Speaking about the moral education of a younger student, it is necessary to clearly understand what moral qualities adults should form in children.

The novelty of the research work

The novelty of the research is the discovery of the upbringing level of junior schoolchildren. It is also a reliable and mature tool for in-depth study of upbringing and contributes to the formation and development of students' self-discovery, the ability to understand their own and other people's emotions.

Included below is a diagnostic tool that contributes to the development of upbringing for primary school students. It was tested in Mkhitar Sebastiatzi educational complex of Yerevan in 2023-2024.

METHODOLOGY

Research methodology was used as a method of data collection and analysis from available secondary sources such as academic publications and other online resources.

As a research method, research examines data from already existing documents and previous studies and is considered factual data to gather information on a specific topic.

This method is based on the data it has already collected from other people. Within the

framework of the current study, this method provided clear arguments and helped to develop the problem statement and provided a basis for further ideas. As a research method, diagnostics of the level of upbringing of students is carried out on N. P. Kapustin's and M. I. Shilova's method (at the end of each semester). The study was performed with the students of the 3rd grade of the Sebastaci educational complex. 73 students participated in that study.

Diagnosis of the level of upbringing using this technique reflects the five main substantive components of student upbringing.

- Attitude to society, patriotism
- Attitude to mental work
- Attitude to physical labor
- Attitude towards people (manifestation of moral qualities of a person)
- Self-regulation of personality (self-discipline).

“0” - not always or never.

“1” - very rarely, often by accident.

“2” - more often no than yes, sometimes I remember.

“3” - most often I sometimes forget.

“4” - always yes, always.

The results from one point are formed and divided into 16 (the maximum number of points) - $(3+4+3+4)/16$.

Then the results for all points are divided into 10

$(1+0,9+0,7+0,6+0,5+1+1+1+0,2)/10$

Up to 0.5 – low level of upbringing

6-0. 8 average level of upbringing

9-1 high level of upbringing.

Then the indicators of each student are formed and divided by the number of students who receive the level of upbringing in the class.

DISCUSSION

The moral development of a child occupies a leading place in the formation of a comprehensively developed personality, has a huge impact on mental development and work

training, physical development and upbringing of aesthetic feelings and interests. Thus, upbringing is a purposeful two-way process of forming value consciousness, forming moral feelings, developing skills and habits of moral behavior.

To make up for the lack of moral standards of behavior, the efforts of teachers, parents and the student himself are mobilized. The results are analyzed both in my daily upbringing work and in the process of my activities and communication with students, as well as when performing certain forms of analysis and introspection in lessons, collective meetings, individual and group interviews twice a year (at the end of each semester). The results of the study can be discussed in kindergarten, at parent-teacher meetings, in an individual conversation with students, together with everyone in the class, with a group of activists, that is, in different ways and using different methods.

It all depends on the individual characteristics of a person, the age characteristics of students, the degree of formation of public opinion and protection of personality in the team, the authority of the asset and the class teacher himself, the compatible relationship of the teacher with children, parents, etc.

Studying the upbringing of schoolchildren, teachers use a number of methods available to them, for example, the method of joint observation, in which you can “perceive” the phenomenon as a whole and repeat it many times. Observation methods, familiarization of students with a difficult situation in which the studied personality quality manifests itself, analysis of the data obtained are the most reliable methods (Bayborodova, L.V. 2005).

The upbringing and formation of the child's personality is carried out daily in everyday life (Podymova, L. S. 2014).

Therefore, it is very important that the daily routine and activities of children be diverse, meaningful and based on high moral standards. The process of gaining new knowledge, learning about the world with inevitable difficulties, successes and failures should make students happy. Socializing with friends, making friends, team activities, games, shared experiences, getting started and socially useful activities bring incomparable joy. And teachers should try to do everything possible to make the learning process effective (Baranov, S.P. 1987).

The information obtained during the research at the upbringing level expands and deepens teachers' knowledge about children, indicates possible causes that fuel negative manifestations or, conversely, contribute to the consolidation and development of positive qualities. Inconsistencies in

the level of upbringing of certain qualities (for example, a high level of readiness and a low level of discipline) raise an additional question for the teacher: why is a student who is willing to help friends and is not ok in class? Or why a responsible student demonstrates a lack of responsibility for social work in his studies (Babansky, Y.K. 2009)?

The analysis of upbringing is aimed at identifying the advantages and then disadvantages in the first place, keeping all students in the team in an equal position. If an excellent student demonstrates recklessness, selfishness, callousness, individuality, he is directly told about it (Amirjanyan Yu. A., Sahakyan A. S. 2004).

In order to foster a harmonious personality and create a cohesive team for children, a teacher must know each child from all sides, in all its manifestations. All the methods of upbringing that exist today work if you take into account several mandatory factors:

- age-related features,
- the degree of formation of the children's collective and the features present in it,
- the level of confidence of children and adults.

Diagnostics will show which methods are best chosen to promote and correct the norms of attitude and behavior of students (Osnitsky A.K. 1996).

The diagnostic results should be the basis for making appropriate changes to the curriculum. The work of raising children is also significantly complicated due to the lack of a material and technical base. There are no scientific and methodological manuals, financing necessary to ensure modern conditions of activity (Meshkov, Kharitonova I.V. 2010). Let's present the results of our research using the diagrams below:

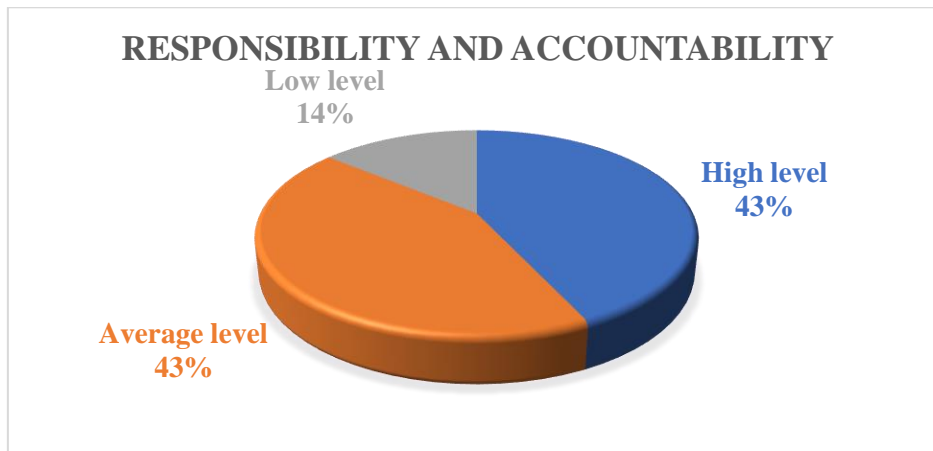


Figure 1

The answers to the question “**responsibility and accountability**” (Figure 1) are worrisome due to the fact that 14% of students are at a low level in terms of their obligations and responsibilities, and secondary and higher level students make up 43%, **which indicates that in the near future we will have a significant number of irresponsible citizens.**

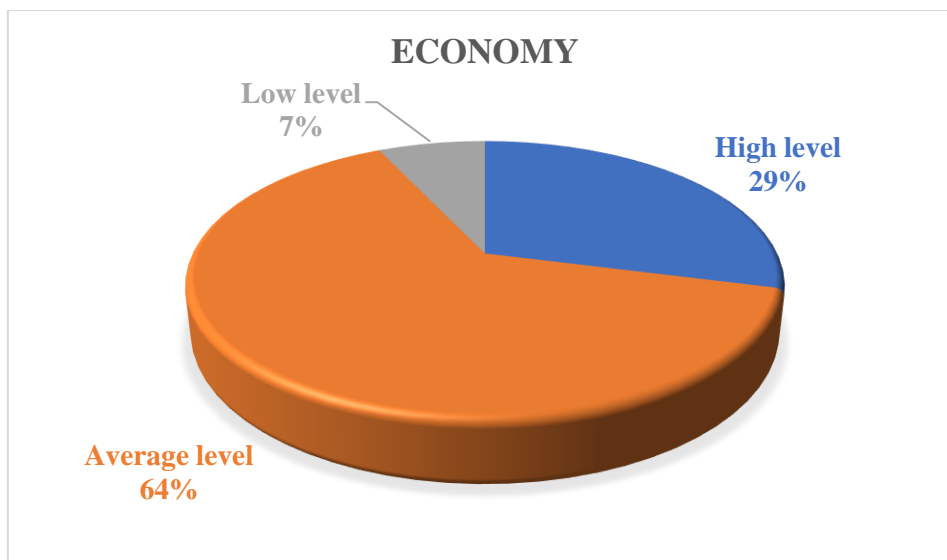


Figure 2

Savings in the question “**Economy**” (Figure 2) 64% of students are at the average level, 7% are at the low level and only 29% are at the high level.

Working here requires students to use their personal and shared resources correctly

and carefully.

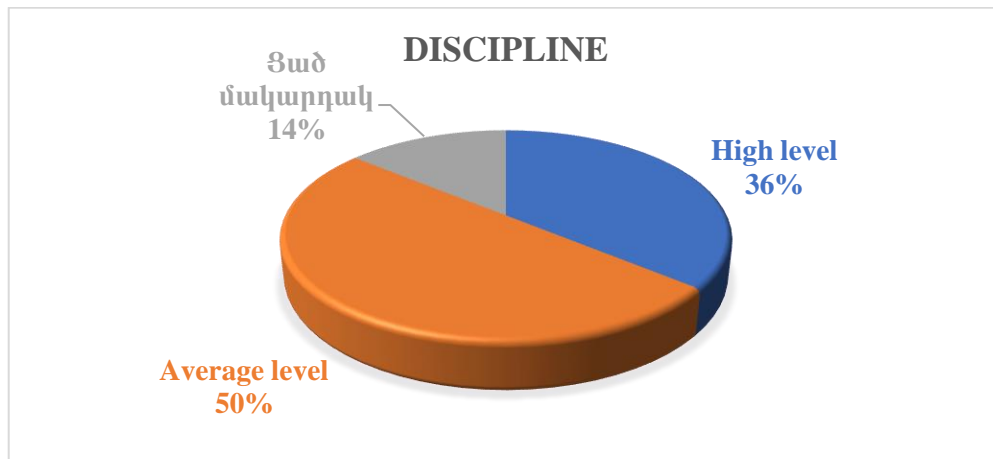


Figure 3

In terms of “**Discipline**” (figure 3), 50% of students are at the intermediate level, 36% at the high level and 14% at the low level.

Here, the work should be focused on making the student realize that the overall positive result of the work depends on his responsibility.

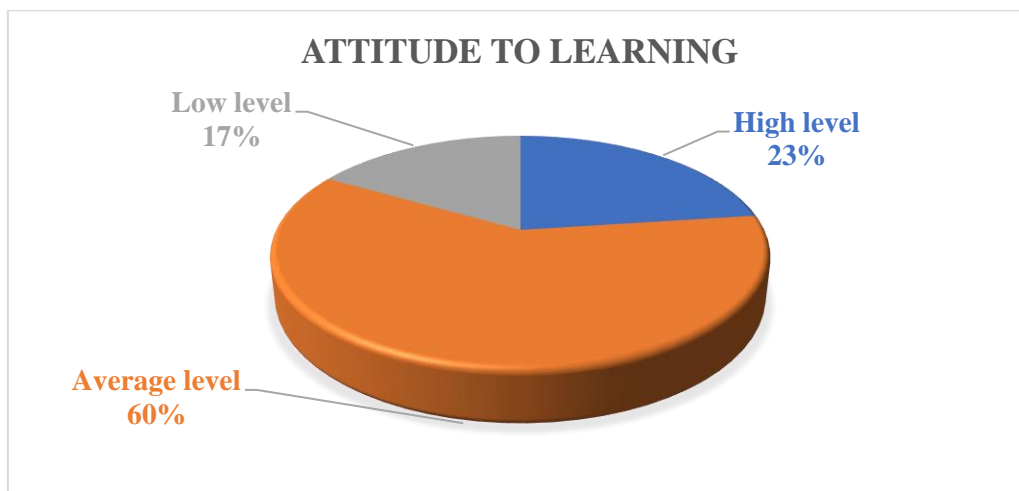


Figure 4

Responsible “**Attitude to learning**” in question (Figure 4) 60% of students are at the intermediate level, 23% at the high level and 17% at the low level, **which is an alarming result of the current digital period.**

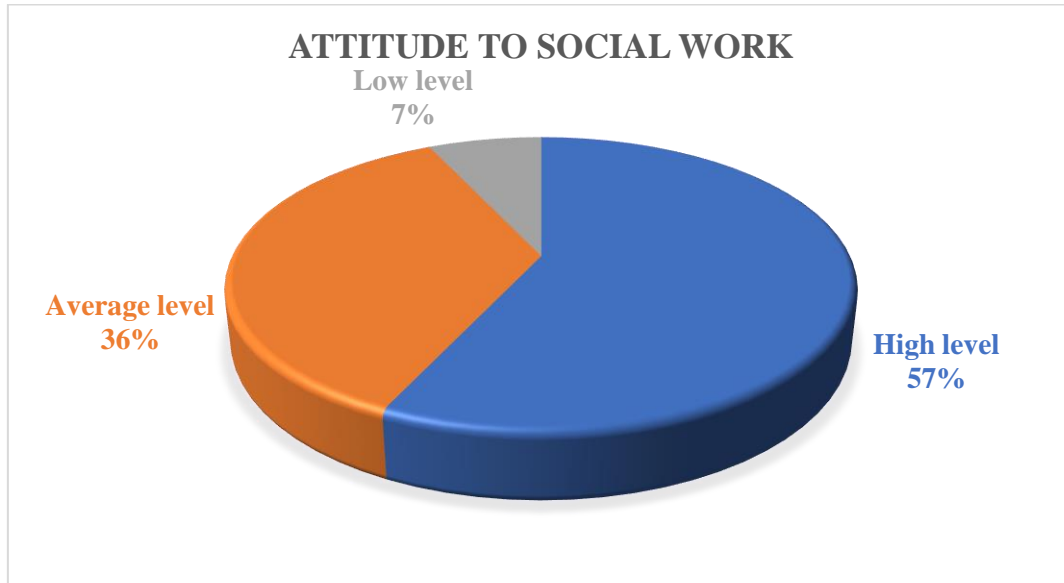


Figure 5

In the question “**Attitude to social work**” (figure 5), 36% of students are at an average level, 57% were at a high level and 7% at a low level.

It is necessary to increase the level of understanding among students that the tasks assigned to them must be completed in a timely and accurate manner.

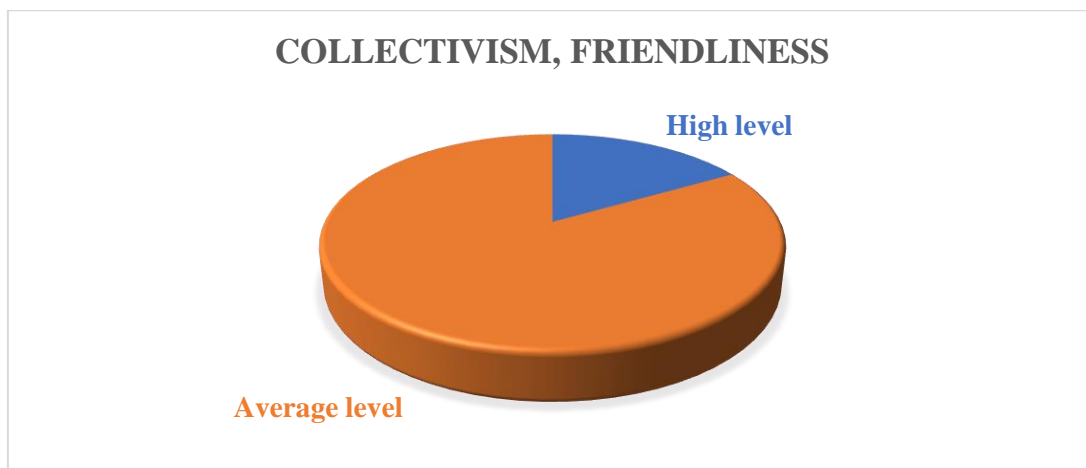


Figure 6

“**Collectivism, friendliness**” in the question (Figure 6) 64% of students are at an

average level, 34% are at a high level. Although you don't see a low percentage in the results of this question, the average level itself is worrisome.

This means that although most students realize the importance of the company's idea, it is necessary to work towards a responsible initiative.

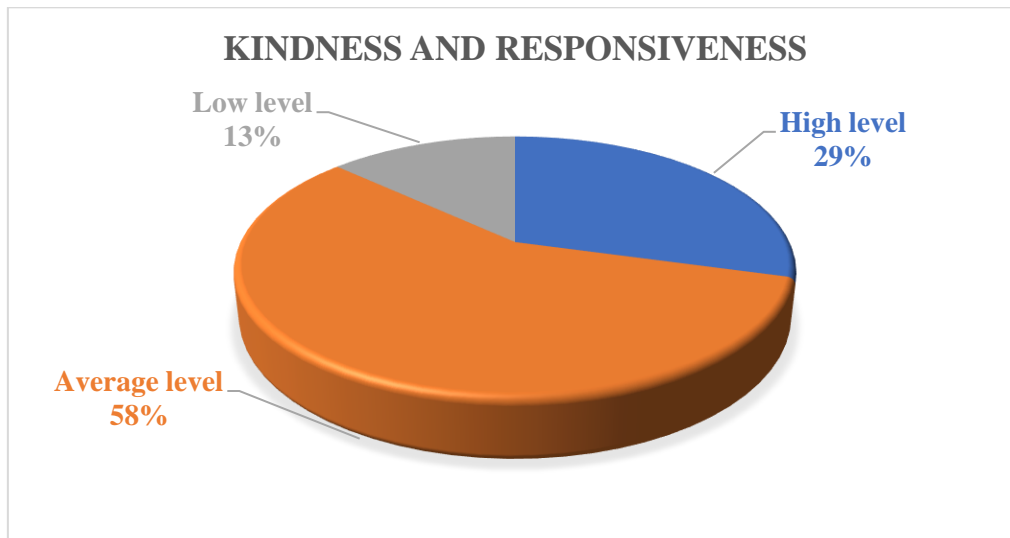


Figure 7

In the question “**Kindness and responsiveness**” (Figure 7), 58% of students are at the intermediate level, 29% at the high level and 13% at the low level.

Here it is necessary to educate students in such a way that they strive to help others, as well as in solving the problems they face.

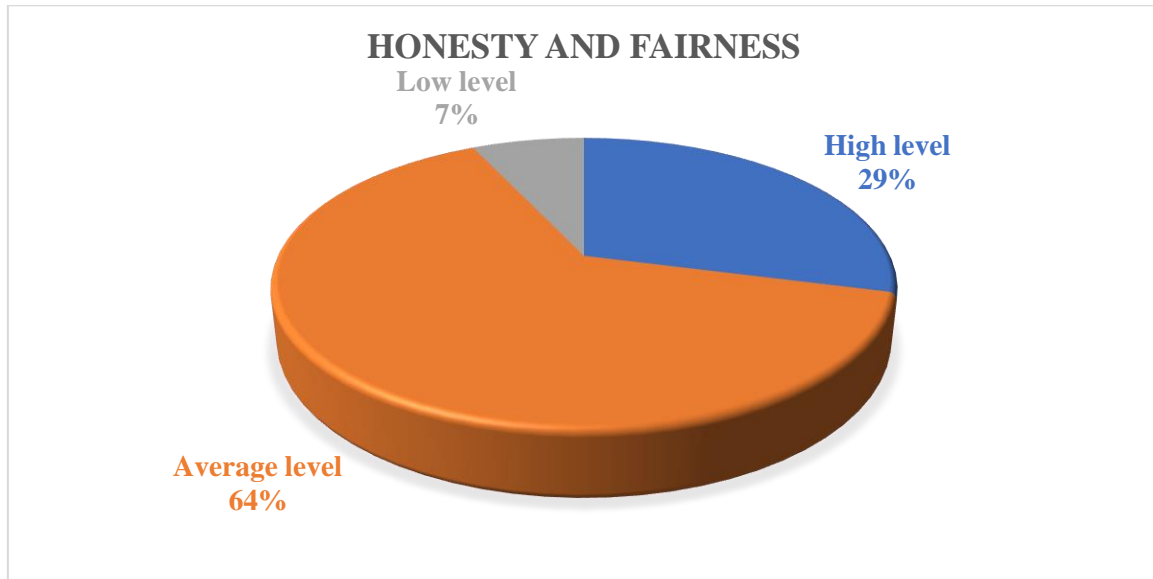


Figure 8

In the question of “**Honesty and fairness**” (Figure 8), 64% of students are at the intermediate level, 29% at the high level and 7% at the low level.

The average level is above average, so it is necessary to educate in such a way that the student is responsible for his actions.

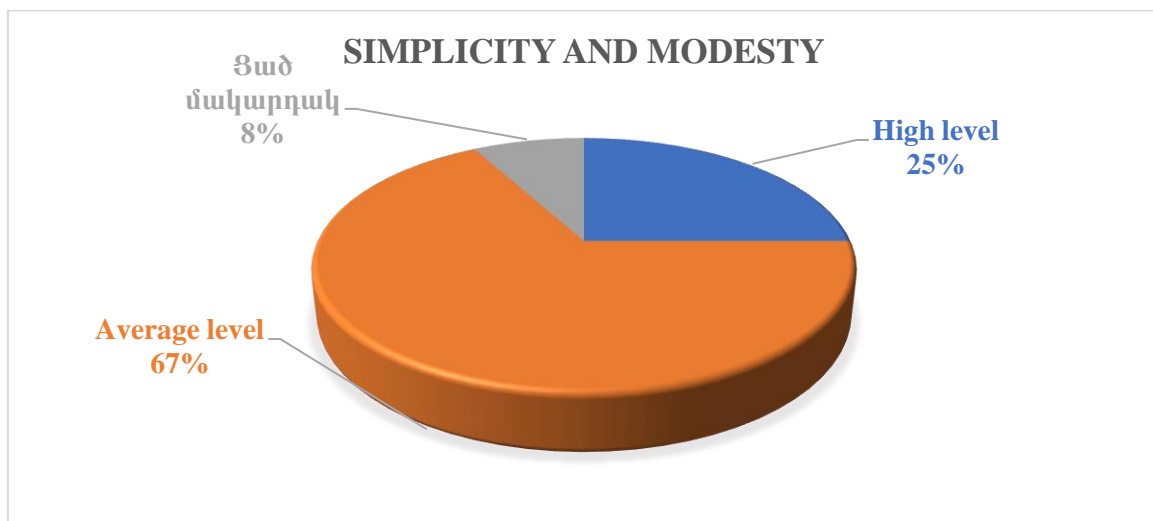


Figure 9

“Simplicity and modesty” in the question (Figure 9) 67% of students at the intermediate level, 25% at the high level and 8% at the low level.

The main work here is to educate children in such a way that human relationships are obtained in simple and understandable qualities, and to take steps in this direction.

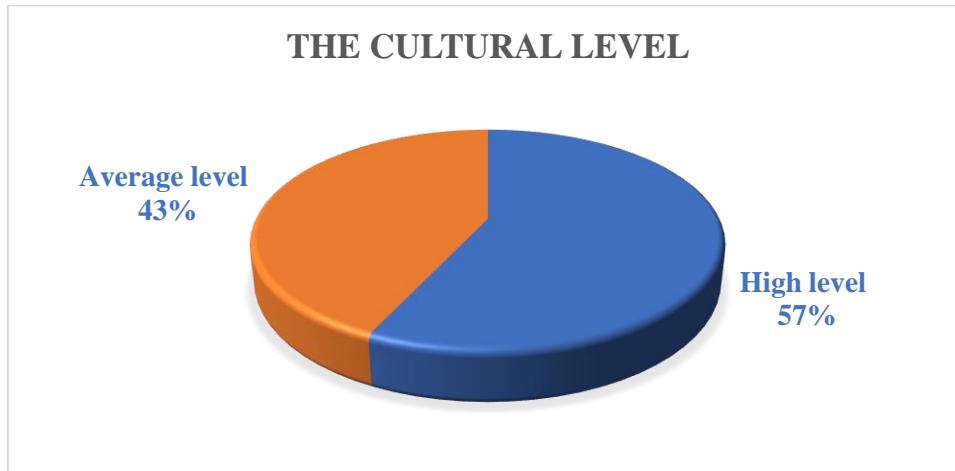


Figure 10

“The cultural” level in the question (Figure 10) 43% of the students are at an average level, 57% are at a high level.

Although the high level prevails, the average level will also occupy a high percentage, so students need to be given an Armenian upbringing, provide such resources so that they can get acquainted with national cultural values from a close distance.

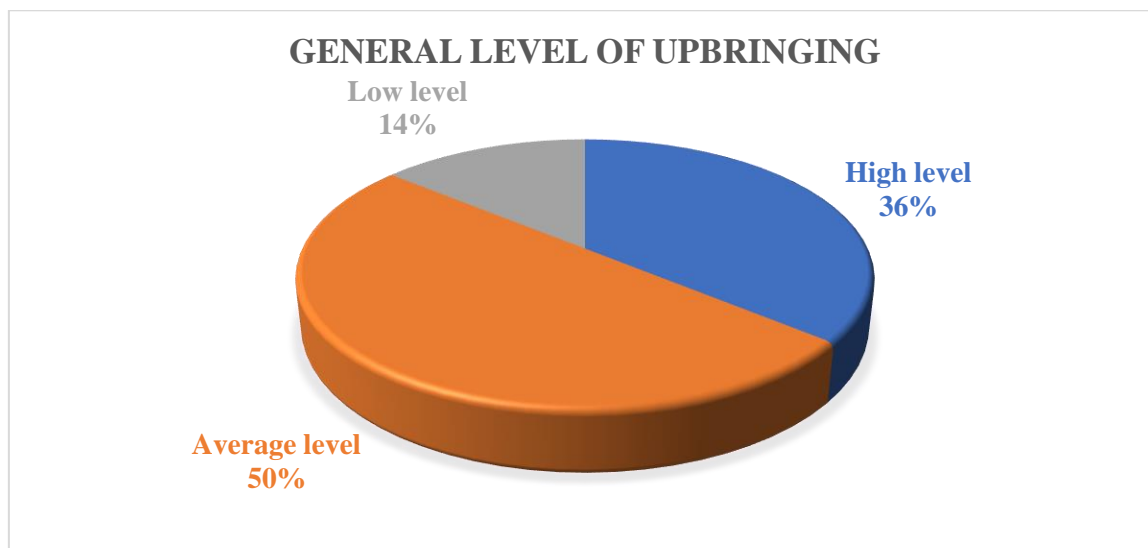


Figure 11

According to the results of our research, using N. P. Kapustin's and M. I. Shilova's methodology, the following level of upbringing of younger schoolchildren was revealed:

- 14% - low level of upbringing,
- 36% - average level of upbringing,
- and 50% - high level of upbringing.

Thus, our research work allows us to state that the gaps left in the upbringing of children are still obvious. It is necessary to work together to eliminate the problems of upbringing, taking into account the age characteristics of students, opportunities, potential, range of desires, with the presentation of common requirements for family and school.

Our observations for the analysis of each diagram will be derived from the key provisions of the Strategic Plan of RA Education until 2030 (1) and Sustainable Development(3).

All this will ensure the quality of upbringing with the use of clear professional diagnostic tools, the analysis of factual data, the accounting of the dynamics of the process, and the step-by-step process of cooperative steps of professional support, involving the learner-school-parent-professional complex.

CONCLUSION

Studying and analyzing the professional literature and the results of our research, we came to

the following conclusions:

Diagnostic procedures at the school are conducted in accordance with educational standards and subject programs. An important and effective prerequisite in educational work is the diagnostic process. On the basis of diagnostic data, the level of upbringing is determined, problems are identified, ways to overcome these problems are outlined, which should be carried out on the basis of taking into account the following criteria:

- objective, reliable and reliable diagnosis of the level of upbringing of students,
- the level of self-knowledge and self-esteem of children, the presence of social flair, professional self-determination,
- attitude and degree of awareness regarding restrictions on the use of freedom, combination of right and duty,
- the presence and level of national consciousness, patriotism, civic duty, responsibility to society,
- attitude towards native nature and the presence of specific examples of appropriate behavior,
- children's attitude, awareness of a healthy lifestyle and the ability to provide appropriate examples of behavior,
- the willingness of students to have their own opinions on various issues and problems, to make comparisons and give assessments, to navigate different situations, to choose appropriate solutions and behavior and to be responsible for the consequences,

With the help of this research, we came to the conclusion that its can enroll in the study program in all primary schools in Armenia. We also propose that the program in question focus on shaping the student's personality in order to prepare the next generation of leaders who will make a positive contribution to improving social life, improving human relations and adopting the concept of coexistence at the level of the local community and the whole world.

The curriculum, which can be applied in public and private schools, should be based on modern and interactive teaching methods, which can also be applied in extracurricular activities, for example, during excursions.

The vision of the course is to build a sustainable society with a responsible civic image, in which members are bearers of generally accepted ethnic guidelines and guardians of the National Image. And also enjoy physical health, happiness and social well-being. The program should define

a framework for cooperation between the school, family and society in order to strengthen the concept of good citizenship.

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