



THE PLACE AND ROLE OF THE SYSTEM OF VALUE ORIENTATIONS IN PEDAGOGY AND ITS DEVELOPMENT

Muxtorova Gulnoza Saidmuradovna, PhD student of Uzbek Scientific Research Institute of Pedagogical Sciences named after T.N. Qori Niyazi, Uzbekistan

ABSTRACT- Interest in the value foundations of an individual and society as a whole has always increased on the verge of epochs, in crisis, turning points in the history of mankind, the need to comprehend which naturally demanded an appeal to the problem of ethical values. The radical change in the social system and the changes in society that have taken place over the past decade have required a reassessment of the importance of many fundamental values. The changes that made it necessary for each member of society to take responsibility for their own destiny lead to the gradual establishment of a new system of value orientations in the public consciousness. Young people entering life, no longer associated with the former values, did not fully perceive the values of a free democratic society. In this regard, the process of value self-determination at the university, the formation of a system of value orientations, which is especially necessary for the successful implementation of future professional activities, is of particular importance.

Keywords: Pedagogy, Orientation, social conditions

I. INTRODUCTION

The ending XI century brought the problem of understanding the values of human existence to the forefront of scientific knowledge, thus marking the modern, axiological, stage in the development of science. However, the values and value orientations of a person have always been one of the most important objects of study of philosophy, ethics, sociology and psychology at all stages of their formation and development as separate branches of knowledge.

Socrates, considered the founder of ethics, was the first of the philosophers of antiquity to try to find an answer to the question of what good, virtue and beauty are in themselves, regardless of the actions or things that are designated by these concepts. In his opinion, knowledge, achieved through the definition of these basic life values, is the basis of moral behavior. From the point of view of Socrates, the good ("agata") is defined as such in accordance with its goal set by the person. As noted by G.P. Vyzhletsov, "Socrates' introduction of the principle of expediency, common to good and beauty, raises them from evaluative concepts ("good", "beautiful") to the rank of ideal values."

Aristotle, considering in the "Great Ethics" certain types of goods, for the first time introduces the term "valued". He distinguishes valued ("divine", such as soul, mind) and praised (valued, praiseworthy) benefits, as well as benefits-opportunities (power, wealth, strength, beauty) that can be used for both good and evil. ... Thus, unlike Socrates, Aristotle, in his own words, "the good may be the goal and may not be the goal."

According to Aristotle, the good can be in the soul (such are the virtues), the body (health, beauty), or outside of both (wealth, power, honor). The highest good for Aristotle is the virtues ("arete"), that is, ethical values. Virtues, in turn, are divided by Aristotle into mental (such as wisdom, intelligence, prudence) and moral (generosity, prudence), in accordance with his opposition of the rational and passionate parts of the soul. According to Aristotle, the former can be formed through training, the latter through the cultivation of appropriate habits. As B. Russell rightly notes, in Aristotle's ethics, the mental virtues are the goals of the individual, and the moral ones are only the means of achieving them.

II. LITERARY REVIEW

The relevance of the problem under consideration is determined, thereby, by the presence of a confrontation between modern social conditions, which impose special requirements on the formation of a system of personal value orientations, and insufficient knowledge of psychological factors and mechanisms of its development.

A great contribution to the study of value orientations was made by: A.V. Mudrik, I.S. Kon, V.M. Kuznetsov, I.S. Artyukhova, E.K. Kipriyanova, N.A. Kirilova, A.S. Balls and others.

The value orientations of young people were analyzed by K.Sh. Akhiyarov, A. F. Amirov, E. N. Belova, R. G. Gurova, V. V. Lastovka, E. L. Rudneva, T. N. Semenкова, A. S. Serym, M. S. Yanitskiy and dr.

This work is devoted to the study of the characteristics of the value orientations of students during the period of study at a pedagogical university.

The methodological basis of the study was the work of Russian psychologists E.N. Belova, G.E. Zalessky, A.G. Zdravomyslova, V.B. Olshansky, E.L. Rudneva, T.N. Semenкова, L.L. Shpak, V.A. Yadova, M.S. Yanitskiy and others on the problem of researching value orientations.

Research methods:

1. Analysis of psychological and pedagogical literature.

2. Methods for collecting empirical data (methodology "Value orientations" by M. Rokich, method "Morphological test of life values" by VF Sopov and LV Karpushina).

3. Methods of data processing and interpretation:

quantitative and qualitative analysis of the results obtained.

Research stages:

Stage I included the analysis of literature on the research topic: definition of the object, purpose, subject; setting tasks and research methods; analysis, generalization, selection of material on the problem of value orientations among students of a pedagogical university (May - June 2020 online).

Stage II - an experimental study of value orientations among 3rd year students (September - October 2020 online).

III. METHOD

In our work, we will adhere to the definition given by S.L. Rubinstein that value is the significance for a person of something in the world, and only recognized value is capable of performing the most important value function - the function of a guideline for behavior. The value orientation reveals itself in a certain direction of consciousness and behavior, manifested in socially significant deeds and actions.

Thus, the development of value orientations is closely related to the development of personality orientation. S.L. Rubinstein pointed out: "that a social scale of values appears in human activity to satisfy immediate social needs. In meeting personal and individual needs through socially useful activities, the individual's attitude to society and, accordingly, the ratio of personal and socially significant is realized." And further: "The presence of values is not an expression of a person's indifference towards the world, arising from the significance of various sides, aspects of the world for a person, for his life."

An experimental study of value orientations among students of a pedagogical university was carried out in several stages.

The age of the tested students of the 3rd year, according to the materials of the questionnaire, ranges from 19 to 34 years.

The age of the tested students of the 4th year is from 20 to 35 years old.

The ratio of the studied students is 50% married (married) and 50% unmarried (single);

8 out of 20 respondents have children.

To study value orientations, we compiled the following questionnaire.

Application form

1. Age

2. Marital status

3. Children

4. Values in life

(put the numbers in order of importance for you)

a) profession

b) social status

c) family

d) self-improvement

e) your answer

5. Why did you decide to enter the university?

a) you need to get a diploma

b) the possibility of intellectual development

c) the opportunity to improve your financial situation

d) getting a profession

e) the desire of the parents

f) for self-affirmation

g) your answer

6. What caused the choice of this profession?
7. How do you plan to apply the acquired knowledge?
 - a) I will work in my chosen profession
 - b) I will not work in this profession
 - c) haven't decided yet

Further, the following techniques were used.

Method 1. "Value orientations" (M. Rokich)

M. Rokeach distinguishes between two classes of values:

- terminal - beliefs that the ultimate goal of individual existence is worth striving for;
- instrumental - beliefs that a certain way of acting or personality trait is preferable in any situation.

This division corresponds to the traditional division into values-goals and values-means.

The respondent was presented with two lists of values (18 in each), either on sheets of paper in alphabetical order or on cards. In the lists, the subject assigns a rank number to each value, and puts the cards in order of importance. The latter form of material delivery gives more reliable results. First, a set of terminal values is presented, and then a set of instrumental values.

Method 2. Morphological test of life values.

The proposed version of the life values questionnaire is designed to help a practical psychologist both in individual diagnostics and counseling, and in the study of various groups (labor and educational teams) on motivation problems, for a better understanding of the importance of various life spheres of activity. The technique arose as a result of the use and further improvement of the technique of I.G. Senin.

IV. RESULT

The main diagnostic construct of the morphological test of life values is terminal values. By the term "value" we mean the subject's relation to a phenomenon, life fact, object and subject, and its recognition as important, of vital importance.

The list of values in life includes:

1. Development of oneself, i.e. knowledge of their individual characteristics, the constant development of their abilities and other personal characteristics.
2. Spiritual satisfaction, i.e. leadership of moral and ethical principles, the predominance of spiritual needs over material ones.
3. Creativity, i.e. realization of their creative potential, the desire to change the surrounding reality.
4. Active social contacts, i.e. the establishment of favorable relations in various spheres of social interaction, the expansion of their interpersonal ties, the implementation of their social role.
5. Own prestige, that is, gaining recognition in society by following certain social requirements.
6. High financial standing, i. E. turning to the factors of material well-being as the main *raison d'être*.
7. Achievement, i.e. setting and solving certain life tasks as the main life factors.
8. Preservation of one's own individuality, i.e. predominance of their own opinions, views, beliefs over generally accepted ones, protection of their uniqueness and independence.

Terminal values are realized in different ways, in different spheres of life. The life sphere is understood as the social sphere where human activities are carried out. The significance of a particular sphere of life for different people is not the same.

List of spheres of life:

1. Sphere of professional life.
2. The sphere of education.
3. Sphere of family life.
4. Sphere of public activity.
5. Sphere of hobbies.
6. The scope of physical activity.

As a result of the survey, it was revealed that the value "family" ranks first for 65% of the subjects; in second place was the value of "self-improvement", it is important for 15% of the subjects; in third place, 15% of the respondents had the value "health", although this value was not indicated in the questionnaire, but the respondents had a choice; the fourth place for 5% of the respondents was taken by the value "profession".

Our questionnaire asked the following question: "How do you plan to apply the acquired knowledge?" - 60% of the respondents answered that they would work in their chosen profession; 35% of students have not yet decided and only 5% of respondents answered that they would not work in this profession.

The results of diagnostics according to the method "Value orientations" M. Rokich are presented in tables 1, 2.

Table 1

The results of the study of value orientations among 3rd year students according to the methodology "Value orientations" by M. Rokich (terminal values)

№	List A (terminal values):	3 course %
1	active active life (fullness and emotional richness of life);	5,2
2	Life wisdom (maturity of judgment and common sense, achieved by life experience);	5,2
3	health (physical and mental);	47,3
4	interesting job;	-
5	- the beauty of nature and art (the experience of beauty in nature and art);	-
6	love (spiritual and physical closeness with a loved one);	-
7	- materially secure life (no material difficulties);	-
8	- having good and loyal friends;	5,2
9	- public vocation (respect for others, team, workmates);	-
10	cognition (the possibility of expanding one's education, horizons, general culture, intellectual development);	5,2
11	a productive life (the fullest possible use of one's capabilities, strengths and abilities);	-
12	development (work on oneself, constant physical and spiritual improvement);	15,7
13	entertainment (pleasant, not burdensome pastime, lack of responsibilities);	-
14	freedom (independence, independence in judgments and actions);	5,2
15	happy family life;	10,5
16	the happiness of others (the well-being, development and improvement of other people, the entire nation, humanity as a whole);	-
17	creativity (the possibility of creative activity);	-
18	self-confidence (inner harmony, freedom from internal contradictions, doubts).	5,2

Table 2
Results of the study of value orientations among 3rd year students according to the methodology "Value orientations" by M. Rokich (instrumental values)

	List B (instrumental values):	3 course %
1	- accuracy (cleanliness), the ability to keep things in order, order in affairs;	-
2	- good manners (good manners);	10,5
3	- high demands (high demands on life and high aspirations);	-
4	- cheerfulness (sense of humor);	5,2
5	- diligence (discipline);	10,5
6	- independence (the ability to act independently, decisively);	5,2
7	- Intransigence to shortcomings in oneself and others;	-
8	- education (breadth of knowledge, high general culture);	5,2
9	- responsibility (a sense of duty, the ability to keep your word);	10,5
10	- rationalism (the ability to think sensibly and logically, make deliberate, rational decisions);	-
11	- self-control (restraint, self-discipline);	-
12	- courage in defending one's opinion, views;	-
13	- firm will (the ability to insist on one's own, not to retreat in front of difficulties);	-
14	- tolerance (to the views and opinions of others, the ability to forgive others for their mistakes and delusions);	15,7
15	- breadth of views (the ability to understand someone else's point of view, respect other tastes, customs, habits);	10,5
16	- honesty (truthfulness, sincerity);	21
17	- efficiency in business (hard work, productivity at work);	-
18	- sensitivity (caring).	5,2

Analysis of the group hierarchy of value orientations of 3rd year students made it possible to reveal the following:

the first place in the list of significant terminal values for 47.3% of the subjects is health (physical and mental).

The second place for 15.7% of respondents is taken by development (work on oneself, constant physical and spiritual improvement).

In third place is the value of a happy family life; this value became significant for 10.5% of the subjects.

The fourth place in preference among 3rd year students was shared by such values as:

- active active life (fullness and emotional richness of life);

-Life wisdom (maturity of judgment and common sense, achieved by life experience);

- having good and loyal friends;
- cognition (the possibility of expanding one's education, horizons, general culture, intellectual development);
- freedom (independence, independence in judgments and actions);
- self-confidence (inner harmony, freedom from internal contradictions, doubts). These values were significant for 5.2% of the subjects.

From the hierarchy of instrumental values, students preferred

- honesty (truthfulness, sincerity), it was significant for 21% of the subjects;
 - the value of tolerance (towards the views and opinions of others, the ability to forgive others for their mistakes and delusions) is in second place and turned out to be significant for 15.7% of the respondents;
- The third place was shared by such values as:

- good manners (good manners);
- diligence (discipline);
- responsibility (a sense of duty, the ability to keep your word);
- breadth of views (the ability to understand someone else's point of view, respect other tastes, customs, habits). They became significant for 10.5% of the subjects.

In fourth place are values such as:

- cheerfulness (sense of humor);
- independence (the ability to act independently, decisively);
- education (breadth of knowledge, high general culture);
- sensitivity (caring). They gained importance for 5.2% of the respondents.

The research results showed that the need for health occupies a leading place in the hierarchy of life values.

The value "development (work on oneself, constant physical and spiritual improvement)" took the second place in the hierarchy of values.

The desire for self-development is one of the main goals in mastering the teaching profession and its value is very important throughout the teacher's life path.

The value of "happy family life" is ranked third. The need for a happy family life in a larger number of subjects is explained by the fact that the bulk of the students are women - keepers of the family hearth, many of them have their own families and children, and many are just going to start their own families and, accordingly, this is the most important thing in life for them.

The fourth place was shared by such values as: active life; life wisdom (maturity of judgment and common sense, achieved by life experience); having good and loyal friends; cognition (the possibility of expanding one's education, horizons, general culture, intellectual development); freedom (independence, independence in judgments and actions); self-confidence (inner harmony, freedom from internal contradictions, doubts).

Thus, it is no coincidence that values such as the need for honesty, truthfulness, sincerity, tolerance (to the views and opinions of others, the ability to forgive others for their mistakes and delusions), as well as accuracy, good manners (good manners), diligence (discipline), open-mindedness occupy an important place in the formation of future teachers, since the actualization of these needs is the main basis of the teaching profession.

The results of the study of 3rd year students on the morphological test of life values are presented in Table 3.

Table 3
Indicators of 3rd year students on the morphological test of life values

Values	Points	
Life values	Self development	38.5
	Spiritual satisfaction	41.2
	Creativity	35.6
	Active social contacts	37.6
	Own prestige	32.6

	High financial position	39
	Attainment	41
	Keeping your own individuality	36.7
Life spheres	Sphere of professional life	59.1
	The sphere of education	56.6
	Sphere of family life	51
	Sphere of public activity	49
	Hobby sphere	48.8
	The scope of physical activity	37

The analysis of the indicators presented in Table 3 allows us to note that the value of the "Sphere of professional life" occupies the main place in the hierarchy of life spheres among 3rd year students (59.1 points). This fact may mean that the sphere of professional life serves as a basis for students to develop their own professional development as a specialist in the field of education and a positive attitude towards their future profession.

The value "Sphere of education" (56.6 points) is one of the most significant for students, it took 2nd place in the rank of spheres of life.

Interest in family life was also predominant for the subjects (51 points), this value belongs to the third rank in the hierarchy of life spheres.

The sphere "Striving for active social contacts" ranks fourth in the hierarchy of life spheres (49 points).

The sphere of hobbies takes the fifth place in the hierarchy of life spheres, for students of the Faculty of Psychology of the 3rd year.

The sixth ranked place is occupied by the "Sphere of physical activity" (37 points). Thus, the significant values of the life sphere for 3rd year students are the values of the sphere of professional life, the sphere of education and the sphere of family life.

In the hierarchy of life values, the dominant value is "Spiritual satisfaction" (41.2 points).

The second place in the hierarchy of life values was taken by the need for achievements, that is, the desire to achieve tangible results in any kind of activity. This need is explained by the very nature of the students' learning activity (41 points).

The value "Material well-being" in terms of the number of points scored (39 points) is in third place.

The following hierarchy of life values in terms of the number of points is less significant for 3rd year students: the value "Striving for self-development" (38.5 points); value "Active social contacts" (37.6 points); value "Preserving your own individuality" (36.7 points); value "Creativity" (35.6 points).

During their studies at the institute, the desire of students to gain authority, recognition, and maintain their own prestige increases. Unfortunately, this value is assessed with the least number of points (32.6 points) and is the least significant of all the indicated life values among the studied students.

Thus, the tasks set in the work were successfully implemented in the course of the experimental study.

REFERENCES

1. Абульханова-Славская К. А., Брушлинский А. В. Философско-психологи-ческая концепция С. Л. Рубинштейна: К 100-летию со дня рождения. - М.: Наука, 1989.
2. Алексеев В.Г. Ценностные ориентации личности и проблема их формирования. - М., 1979.
3. Алексеева В. Г. Ценностные ориентации как фактор жизнедеятельности и развития личности // Психол. журн. - 1984. - Т.5. - № 5. - С.63-70.
4. Аристотель. Сочинения: В 4 т. - М.: Мысль, 1984. - Т. 4.
5. Безменова И. К., Гулевич О. А. Аттитюды и их взаимосвязь с поведением: Реферативный обзор. - М.: РПО, 1999.

6. Божович Л. И. Личность и ее формирование в детском возрасте. (Психологическое исследование). М.: Просвещение, 1968.
7. Братусь Б. С. Аномалии личности. М.: Мысль, 1988.
8. Бубнова С. С. Ценностные ориентации личности как многомерная нелинейная система // Психол. журн. 1999. № 5. С.38-44.
9. Будинайте Г. Л., Корнилова Т. В. Личностные ценности и личностные предпосылки субъекта // Вопр. психол. – 1993. № 5. С. 99-105.
10. Василюк Ф. Е. Психотехника выбора . Психология с человеческим лицом: гуманистическая перспектива в постсоветской психологии /Под ред. Д. А. Леонтьева, В. Г. Щур. – М.: Смысл, 1997.
11. Василюк Ф. Е. Психология переживания (анализ преодоления критических ситуаций). – М.: Изд-во МГУ, 1984.
12. Волков Е.С. Зависимость ценностных ориентаций студентов от смены видов деятельности. М., 1981.
13. Выжлецов Г. П. Аксиология: становление и основные этапы развития // Социально-политический журнал. – 1995. № 6. С. 61-73.
14. Гинзбург М. Р. Психологическое содержание личностного самоопределения // Вопр. психол. 1994. № 3
15. Головаха Е.И. Жизненная перспектива и ценностные ориентации личности . Психология личности в трудах отечественных психологов. – СПб.: Питер, 2000.
16. Леонтьев А.Н. Деятельность. Сознание. Личность. М.. 1977.
17. Рассел Б. История западной философии: В 2 т. – М.: Миф, 1993. – Т 1.
18. Rokeach M. The nature of human values. – N.Y., Free Press, 1973.
19. Рубинштейн С.Л. Проблемы общей психологии. М., 1976.
20. Семенов И. И. Афоризмы Конфуция. – М.: МГУ, 1987.
21. Словарь по этике / Под ред. И. С. Кона. – М.: Политиздат, 1975.
22. Сержантов В. Ф. Человек, его природа и смысл бытия. – М., 1990.
23. Yusupov O.N. Cognitive semantics in context. Wschodnioeuropejskie Czasopismo Naukowe 7 (2), 84-87.
24. Юсупов О.Н. Ўзбек адабиётининг инглиз тилидаги таржималарининг лингвокогнитив тадқиқи. Ўз санъати халқаро журнали. 3 сон, 3 жилд. Б.102-105.
25. Юсупов О.Н. O'zbek roeziya namunalari tarjimasining ingliz tilidagi interpretatsiyasi. Тошкент давлат педагогика университети илмий ахборатлари. 3 жилд, 19 сон, - ТДПУ, 2019. Б.146-150.
26. Юсупов О.Н. Анализ проблемы стиля в художественном переводе. The Way of Science, 94. 2014.
27. Юсупов О.Н. Бадиий матннинг лингвокогнитив хусусиятлари. Тошкент давлат педагогика университети илмий ахборатлари, 1 (10), 35 - 37. 2017.
28. Юсупов О.Н. Специфика художественного перевода. Наука и Мир 2 (3), 170 - 172. 2014.
29. О.Н. Юсупов. Стилистика. I том, Ташкент, ТДПУ, 2017. 320 стр.
30. О.Н. Юсупов. Лексикология. I том, Ташкент, ТДПУ, 2017. 344 стр.
31. <https://doi.org/10.37547/tajssei/Volume02Issue12-17>
32. <https://art.tadqiqot.uz/index.php/art/article/view/215/214>
33. <https://doi.org/10.37547/tajssei/Volume02Issue12-17>