THE PECULIARITY OF THE STRUCTURE OF VALUES AND THE CONTENT OF AXIOLOGICAL CONSCIOUSNESS IN STUDENTS

Shokhida Taylanova
PhD., Associate Professor of Samarkand State University
Samarkand, **UZBEKISTAN**

ABSTRACT

In article is considered some aspects, problems shaping the system valuables to avesto, as well as is brought forth categorization valuables to orientation, is generalized glances seen teacher on given to problem.

Keywords: Tradition, avesto pedagogical traditions. teaching traditions, educational traditions, system of traditional imaginations.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

One of the main priorities of pedagogy is that it promotes the idea of self-awareness and the foundation of its outlook. This has become an important aspect of modern pedagogical practice. The development of human traditions in pedagogy and human engagement necessitates the full realization of the noble goals set forth by the human being in the process of life.

Human life is always in the process of evaluating events, putting tasks, searching, getting conclusions, and outlining. At the same time, his relationship with the environment is interconnected with two different distinctions: practical and abstract-theoretical knowledge. It follows that the methodology of pedagogy considers the educational philosophy as the sum of the theoretical principles of genuine humanity, the renewal of the existence and pedagogical knowledge. According to this methodology, the task of science, including pedagogy, is to reflect on the human nature of the subject, in the person of human knowledge, communication, the subject of creativity.

Based on the axiological approach, the following aspects of self-perfection are taken into account:
    1) the ability of a person to self-development, self-promotion, organization of his / her work;
    2) Ability to moral self-regulatory;
    3) the degree of meaningful development of the person and the organization of his / her work;
    4) high degree of independence of the person;
    5) the ability to engage in a clearly targeted activity;
    6) self-esteem behavior, aimed at perfection of one's personality;
    7) Stability of the goals and objectives of the excellence in it and the transformation of them into the content of their lives;
    8) creative characteristics of the person's activities;
    9) The effectiveness of the process of self-discipline.
    The formation of a system of values in students is complex, and this process is seen as the sum of the interconnected components. The components of the system of such interrelated

values can be described in terms of needs, interests, motivation, purpose of activity, ethical ideals, intergenerational processes.

As you know, the behavior and behavior of the student in his or her different behaviors are characterized by his own specific assessment. It is the student's assessment of the value of the new values or, if not, the existing values (eg social norms, attitudes, opinions, ideas, rules) are expressed in axiological form.

Axiological consciousness is a special form of social consciousness, reflecting the peculiarity of pedagogical reality and sense of life. The attitude, approach, practice and activities that are different from it are different from others.

Axiological consciousness is inextricably linked with the axiomatic perception, perception, appreciation, axiological experience, the concept that expresses the essence of the value. If someone has a sense of axiological perception and appreciation more than others, his feelings of appreciation may be more evident in his heart. It is natural for such a person to be aware of the responsibility and value-bearing work that is related to a certain value [3].

The system of values is inextricably linked to a holistic natural organism, a society with a very complex and multifaceted social relationships, relationships and processes. The individual-personal system of pedagogical values includes:

- values associated with the person's self-expression in society as well as in the professional environment (social importance of pedagogical work, prestige of pedagogical activity, recognition of a profession by others, etc.);

- values that meet the needs of the communication and broaden its scope (communication with children, colleagues, officials, love and care for children, exchange of spiritual values, etc.);

- values aimed at the development of individual's creative personality (opportunities for the development of professional and creative abilities, integration into the world culture, hobbies, constant maturation, etc.);

- Values that allow you to mobilize yourself (creative character of pedagogical work, emotional richness of the pedagogical profession, the ability to help children in need of social protection, etc.);

- Values that provide the ability to satisfy pragmatic needs (state-guaranteed work, wages, holidays, career advancement, and others).

The above-mentioned pedagogical values are separated into individual and interactive forms, which include social and professional components, which differ in their content. Personal values are the values of creative work, which involves the creative character of pedagogical work, the prestige, social significance, the responsibility to the state, the ability to express themselves, and the love and care for the children. The values of this type serve as the basis for the development of the instructor and the trainees. Target values are seen as crucial axiological functions in the system of other pedagogical values, for which the main purpose of the teacher's activity is reflected.

As a pedagogue seeks ways to achieve pedagogical goals, he chooses his own professional strategy for self and development. Consequently, targeted values reflect the state's education policy and the level of development of pedagogical science. These values become an important factor in pedagogical activity and influence on intermediate values. They form the basis of

theoretical, methodological, pedagogical technologies, and form the basis of vocational training of the pedagogue [2].

Necessary values for the person reflect the following target values: creative and multifaceted character of teacher work, its prestige and relevance, high social responsibility, self-actualization, kindness to children and others. These values are reflected in pedagogical activities related to the development of the educator and the educator, the student community, and the pedagogical community.

Also, according to the doctor of pedagogical sciences professor NM Egamberdieva, values of pedagogical activity determine the pedagogical point of view [6].

The teacher's point of view is an irrational and emotional-valuing approach to the world of learning, pedagogical reality, pedagogical activity, and special circumstances. It is determined on the one hand by the society's expectations, expectations and opportunities. On the other hand, it includes internal, personal activism resources - patterns, experiences, motives and goals, value system, outlook, ideals.

The social position of a pedagogue often determines its professional vision. However, there is no direct connection here, because the discipline always comes from the interactions that are manifested. Many factors influence the choices of a professional pedagogue. But the decisive role among them is occupation, personality-typological features, temperament and character of the person.

In sum, the system of pedagogical values is such a kind of pedagogical activity that not only allows them to meet pedagogical needs, but also influences the development of their social and professional activity. In turn, the stability of the system of pedagogical values contributes to the formation of an axiological consciousness in students.

REFERENCES

1. Musurmonova O. Spiritual Values and Youth Education. - T .: Teacher, 1996.
2. Slatin V.A., Chijakova G.I. Vvedenie v pedagogicheskuyu aksiologiyu - M .: Academy, 2003.
3. Nazarov Q. Axiology (Philosophy of Values). - T .: Academy, 2011.
4. The pedagogical axiology of hospitality. / Sost. Vlaster, G.I. Chijakova. - M: NPO "MODEK", 2005.
5. Mardonov Sh.Q. Training and retraining of pedagogical personnel on the basis of new educational values. - T. Fan, 2006.
6. Egamberdieva N.M. The theory and practice of students' personal and professional socialization (based on pedagogical higher education institutions) on the basis of cultural-humanitarian approach: Doctor of Pedagogical Sciences. ... diss. - T., 2010.