

DIAGNOSIS AND CORRECTION OF THE DEVELOPMENT OF VALUE ORIENTATION IN STUDENTS IN THE PROCESS OF MORAL AND AESTHETIC EDUCATION

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Abstract

This article deals with actual problems in the education of young people, as self-knowledge, education of the phenomenon of human cognition, the study of man as an external-aesthetic, spiritual-aesthetic, moral and social value.

Keywords: morality, aesthetics, art, psychology, national values, personality, education of extracurricular activities, self-knowledge, value orientation, , national values, education, person, activity, self-consciousness, valuable orientation.

INTRODUCTION

Scientific research is being carried out in the world to improve the education of students, in particular in the following priority areas: identification, elimination of negative trends through ascertaining the effectiveness of educational activities and increasing its effectiveness in higher educational institutions; improvement of technologies of neurolinguistic programming in the educational process; formation of moral culture of youth; improvement of mechanisms for the development of students' spiritual culture; improving the effectiveness of spiritual and educational work among students on the basis of pedagogical technologies.

As a result of research conducted in the world in the field of improving the system of educational work in higher educational institutions, a number of scientific results have been obtained, in particular, a technology has been developed to improve the civic culture of student youth (Centre for Policy Alternatives, Canada); design and constructive technologies for the development of students' spirituality have been created (Chungang University, South Korea); technologies for studying the norms of behavior of an exemplary citizen, technologies for neurolinguistic programming for the formation of students' spirituality have been developed (Miyagi University, Japan), a set of special training methods for improving the legal culture of young people in educational institutions has been created (Chiefly Research Centre, USA); the concept of preserving the sovereignty, stability, integrity of the state on the basis of the national values of society (Shalem Centre, Israel) has been developed, an educational technology for the formation of a highly moral personality has been developed (Tashkent State Pedagogical University), technologies for increasing the effectiveness of the formation of a healthy religious belief of young people based on the heritage of their ancestors, strengthening ideological immunity in the formation of high spiritual and moral qualities, education of young people in the spirit of the national idea (Republican Center for Spirituality and Enlightenment) [1; 44].

Models of higher pedagogical education in the developed countries of the world, goals and objectives differ from a conceptual point of view, which is determined by historical conditions and tasks for the future, the peculiarities of the national and cultural way of life in each state. At the present stage of

human development, the importance of spiritual and moral education of citizens, and, in particular, students, is increasing.

LITERATURE AND METHODOLOGY

In the scientific literature, you can find a variety of definitions of such concepts as "value", "value orientation", "value attitude", "value system".

If we consider value in isolation from such forms of social consciousness as religion, ideology, art, then its independent meaning and content are questionable. For the satisfaction of any needs of a person or society reflects not only a material, but also an ideal relationship. And the need itself will be able to determine a number of conditions and peculiar features of social life. Consequently, value arises as a result of the attitude of man and society to the outside world, the organic correspondence of their internal needs with relations to reality. The transformation of this attitude into a stable feature is reflected in the term "value orientation", which serves to form the goals and motives of human activity [2; 134c].

According to the scientist B. Khodjaev, who conducted research in the field of pedagogical axiology, a person's awareness of his inner position and his readiness for practical activity in conjunction with precisely defined values determines the essence of the value attitude. The installation manifests itself as a complex of cognitive (knowledge, information) and affective (emotions, feelings) components that reflect the individual's readiness to carry out specific activities [3; 146c].

OUTCOMES

The technology for the development of value orientation among students in the process of moral and aesthetic education is systemic in nature and reflects the following stages:

- 1) analytical (collection, synthesis and evaluation of information on the development of value orientation among students);
 - 2) organizational and preparatory (determination of long-term tasks for the implementation of technology, the choice of forms, methods and means of organizing pedagogical activity);
 - 3) activity (step-by-step implementation of the technology for the development of value orientation in students);
- effective (assessment of the dynamics of the development of value orientation among students and the definition of the main directions of educational work in the future).

DISCUSSION

The development of value orientation among students in the process of moral and aesthetic education requires the determination of the stages of the organization of this process, its content and practical aspects of its implementation. The pedagogical process aimed at the moral and aesthetic education of students is carried out in the following stages (Table No. 1).

Table 1 Organization of the pedagogical process aimed at the moral and aesthetic education of students

Stages	Content
Motivational	1) education of students' motivation for cognition of social and personal significance; 2) awakening students' interest in self-awareness and the formation of a system of personal values.
Informational	1) organization of information and educational classes; 2) conducting theoretical and practical classes.
Organization of independent activities	1) involvement of students in independent creative and search activities; 2) development of students' ability to demonstrate their moral, aesthetic, intellectual potential.
Final	1) diagnostics of the level of moral and aesthetic education of students; 2) development of recommendations for the improvement of students in the moral and aesthetic aspect, the development of value orientation.

As the theoretical and pedagogical foundations for solving the problem under study, the following are defined: the creation of real acceptable conditions for the organization of extracurricular activities aimed at the moral and aesthetic education of students; taking into account the psychological, pedagogical, technological and methodological factors of the practical solution of the problem; achieving the relationship between methodology and didactics; clarification of the methodological aspects of solving the problem; development of non-traditional, non-standard, innovative methods of value orientation among students; achievement of theoretical and practical orientation of classes; development of intellectual works and tasks based on the main directions and topics of the development of value orientation among students; selection of recommendatory and methodological materials: the views of scientists, philosophers, thinkers of Central Asia on moral and aesthetic education; suggestions and recommendations developed on the basis of the author's approach.

CONCLUSION

As a result of the analyses, it was concluded that the value orientation is inextricably linked with the social relations of the system of terminal and instrumental values. Terminal (purposeful) values serve to characterize objects and phenomena that are important for a person, instrumental (mediocre) values show how to act in life situations.

Based on the results of the study, it is determined that the value orientation reflects the system of terminal and instrumental values. In particular, it is determined that the terminal values of the development of value orientation in students are manifested in concrete life and abstract, personal forms, professional orientation, individual and interpersonal relationships; and instrumental values – in moral, aesthetic, communicative, individual, conformist, altruistic, intellectual forms [9; 147c].

In order to develop the value orientation of students in the process of moral and aesthetic education, a program of special experimental work has been developed. The following aspects were reflected in the program of experimental work:

organization of classes in the process of extracurricular work on the basis of the program "Knowledge of Human Value";

1) Experimental work is planned in three stages: justifying, formative and final;

2) determination of the number of respondents.

3) diagnostic tools are defined - test questions: with short answers or answers indicated by special signs; requiring written responses; open-ended tests; questionnaires with open and closed answers; individual, group and mass questionnaires; scaled questionnaires-leaflets;

4) special methods - tests to determine the social activity of the subject in the system of interpersonal relations, such as motivational, determining personal characteristics, projective achievements, intellectual and creative, criteria-oriented, personality-oriented;

5) Topics of seminars for experimental teachers: "The system of national education in the moral and aesthetic education of students", "Moral and aesthetic education of students: the place and role in the system of values of the individual", "Diagnosis and correction of the development of value orientation in students in the process of moral and aesthetic education", etc.

In the development of value orientation among students, it is necessary to rely on diagnostic information, as well as a social order determined by society. Social order refers to the needs of the public that are important for society and its members. Value orientation determines the constructive or destructive nature of human behavior and activity. That is why society observes the manifestation of destructive behavior of students, as a separate task determines the development of their value orientation.

To determine the priority direction of value orientation among students, diagnostics were carried out. To obtain more complete data, criteria, indicators and diagnostic methods have been determined. Diagnostic methods are selected based on the age characteristics of students. The following methods were used in the study: observation, questionnaire, test, survey, conversation, ordering, self-assessment, expert assessment, independent characterization.

After the diagnosis, in this way it is possible to determine the system of basic values and the level of moral and aesthetic development of students.

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