

THE ESSENCE AND MAIN COMPONENTS OF VALUE ORIENTATIONS

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ABSTRACT:

This article is about value orientations. The components and definitions of value orientations are given.

KEYWORDS: value, aspect, motivation, individual, social psychology, value orientation, practical attitude, social value.

INTRODUCTION:

At the beginning of our article, we will focus on the history of the study of value orientations in the philosophical and psychological-pedagogical sciences. The concept of "value orientation" was introduced in post-war social psychology as an analogue of the philosophical concept of values. Value orientations were considered as individual forms of representation on individual values, the concepts of values and value orientations differed either in the "general-individual" parameter, or in the "really acting - reflexively conscious" parameter, depending on whether the presence of individual psychological forms of the existence of values was recognized different from their presence in consciousness.

Now it is more accepted to define values as an aspect of motivation, and value orientations as subjective concepts of values or varieties of attitudes (social attitudes) that occupy a high position in the structure of the regulation of personality behavior. In Russian psychological and pedagogical science, the term "value orientations" appeared in the 60s. S. L. Rubinstein, interpreting consciousness not only as a reflection of being, but also as a practical attitude towards it, showed that the latter consists in the allocation of significant objects, phenomena in the form of needs and

values that have an impact on a person, determine his behavior.

V. N. Myasishchev considered the problem of value orientations in his concept of psychological relations. He understood human relations as "a conscious, selective, experience-based, psychological connection with various aspects of objective reality, expressed in his actions, reactions and experiences".

V.N. Myasishchev, describing personality as "a system of human relations to the surrounding reality", believed that the relationship to people, which is both their relationship - the most essential and defining personality. The selectivity of human relations is manifested primarily in the emotional and evaluative sense (positive or negative). Human relations are characterized by a number of features: their objectivity, as a real connection between the individual and the surrounding reality, subjectivity (the reflection of this connection in the individual's consciousness), dynamism, selectivity, and consistency. Being determined by the social relations in which the individual lives, psychological relations reveal the psychological aspect of the social essence of a person.

I.S.Kohn noted: "Orientations aimed at some social values are called value orientations". F.E.Vasilyuk paid attention to the role of experiences in the functioning of value orientations, considering experience as a special form of activity aimed at restoring mental balance, the lost meaningfulness of existence, in a word-"the production of meaning". He identified four principles that manage the processes of experience: the principles of pleasure, reality, value, and creativity.

D. N. Uznadze considered the value orientation of the individual in his psychological concept of the installation. D. N. Uznadze called the installation of specific individual readiness status “to a specific activity, the occurrence of which depends on the following conditions: need, important current in the body and from the objective situation to meet this need”. He believed that the behavior of an individual occurs, first, on an impulsive level under the influence of an actual need. If there are conditions for satisfying the latter, an actual attitude arises and unconscious behavior occurs. Secondly, at the level of conscious behavior: under the influence of an actual need, an individual performs an act of objectification (reflection in consciousness of an external situation), “delaying” future behavior in consciousness, justifying its expediency, realizing his need as a motive for action. Impulsive and conscious behavior are related. The regulator, the mechanism of conscious (motivated) behavior is the system of fixed attitudes or value orientation of the individual.

Value orientations are a complex education in which 3 main components can be distinguished: cognitive, emotive and behavioral. Cognitive is an element of knowledge, emotive is an emotional component resulting from evaluation; behavioral is associated with the implementation of value orientations in the behavior of the individual. However, value orientations can be negative, be a source of immoral acts. Value orientations are a system of personal aspirations, as well as the nature of this aspiration, the highest level of ideas about ideals, about the meanings of life and activity, which together underlie the activity of each person and constitute the internal source of his self-activity.

According to V. V. Vodzinskaya, “value orientation is, on the one hand, concrete

manifestations of the individual’s attitude to the facts of reality, and on the other hand, a system of fixed attitudes that regulate behavior in each given period of time”. Thus, in psychology, value orientations are considered as the basis for motivating an individual’s behavior, his willingness to consciously react in a given situation. value orientations are a reflection in the consciousness of the human values recognized by him as strategic life goals and general worldview orientations. So, value orientations are part of the personality structure appear in the form of behavior, orientation, motives, principles, and needs – the constituent elements of activity. At the same time, value orientations become the core of the personality, ensure its stability, and are a factor in its development. Value orientation is an indicator of the maturity of the individual.

Value orientations, being the most important component in the structure of personality, are a complex integral formation; it is a form and different levels of interaction between the social and individual in the individual; a specific form of awareness of the surrounding world by the individual, his past, present and future.

In sociology, especially foreign, value orientations are interpreted as social attitudes, the social position of the individual, which indicates the assimilation of social experience by the individual and serves as a determinant of his behavior. V. A. Yadov defined value orientations as “the attitude of the individual to certain values of the material or spiritual culture of society. This is a relatively stable, socially determined, selective attitude of a person to the totality of material and spiritual public goods and ideals, which are considered as objects of purpose or means to meet the needs of the individual’s life”. Value orientation as a concept that is a sociological correlate to psychological concepts of attitude, orientation, need, interest are characterized by

deep aspects of the individual's psyche that are not related to specific life situations and have relative stability, which are determined by the social conditions of an individual's life in society and the microenvironment.

The works of T. K. Akhayan, Z. I. Vasilyeva, Ya.Gudechek, M. E. Duranov, M. G. Kazakina, A.V. Kiryakova, B. S. Kruglov are devoted to the problem of value orientations in the pedagogical literature. In the works of the above-mentioned scientists, the interpretation of value orientations is close to their understanding in psychology, but at the same time, the special pedagogical expediency of special evaluation activities in the team is emphasized, when the course and implementation of certain educational activities are discussed. Such analysis-discussion is the basis for value communication, creation of new values and dissemination of generally recognized ones.

For teachers, it is important that the value orientations of the individual are its main structural component, in which its various psychological characteristics converge. "The value orientations determine the features and nature of the individual's relationship to the surrounding reality and to a certain extent determine the features of his behavior". Therefore, when studying the features of personality formation, first of all, it is necessary to take into account the moments that influence the process of forming its value orientations.

From all above, it can be concluded that the basis of the value orientations of the individual is a certain system of values, including spiritual and moral, formed in the course of education. Therefore, the education of a person's personality qualities means the organization of the processes of awareness and acceptance of the system of values existing in society. So, we can conclude that value orientations are the main criterion for a

person's attitude to the world around them. They determine the social interaction of people, the struggle and coordination of their interests, requirements, regulate human behavior, determining the future of individual life in society. Therefore, the structure of value orientations of the individual and the identification of ways of their development and formation are the object of socio-psychological and pedagogical analysis. Moreover, it is vital to identify the value system of a young person in a new social context that will highlight the structure of attitudes and on their basis to define ways of formation of value orientations necessary for a harmonious personality development in our days. Thus, we will be able to identify the most important value orientations and overcome (correcting and neutralizing) negative trends in the consciousness and behavior of a modern young person.

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