



INDIVIDUAL-PERSONAL SYSTEM OF PEDAGOGICAL VALUES

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ABOUT ARTICLE

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Abstract: It is known that progress in human society is directly related to human spirituality. Spirituality is a condition for understanding the spirit of the times, conducting activities in accordance with it, and summarizing the results of work. In the process of spiritual upliftment inherent in a democratic society, the growing awareness of human dignity, rights, and freedoms contributes to the high socio-cultural value of health and the transformation of medical culture into an essential means of social protection.

INTRODUCTION

The human body contains a secondary protection system that ensures health. However, this system will function smoothly only if it is in harmony with a medical culture formed on the basis of spiritual health. In our time, when the ecological situation is deteriorating all over the world, it is necessary to radically change the approach to the issue of health protection. Traditionally, health protection means providing medical assistance to patients who have fallen ill, and medical culture is the organization of this activity at a high level.

The system of values is intrinsically linked to society, a holistic natural organism that is generalized in its complex and multifaceted social relationships, connections, and processes. As the philosopher Q. Navarov emphasized, at a certain period of a society's development, its social structure becomes coherent, and this period is characterized by relatively stable and coherent general systems of values. Since this stability and coherence are also inherent in the relationships between value systems, it is possible to distinguish value systems that existed in one era from value systems that existed in other eras, and to study the differences and divergences between them.

The individual-personal system of pedagogical values includes the following: - values associated with determining the role of a person in society and in the professional environment (the social significance of the pedagogical work, the prestige of the pedagogical activity, the recognition of the profession by close personal circles, etc.);

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

- values aimed at developing the creative individuality of a person (opportunities for developing professional and creative abilities, integration into world culture, engagement in a favorite hobby, striving for constant improvement, etc.);

- Values that allow you to mobilize your energy for work (the creative nature of a teacher's work, the emotional richness and enthusiasm of the teaching profession, the ability to help children in need of social protection, etc.);

- values that allow satisfying pragmatic (practical) needs (state-guaranteed work, salary, vacation, promotion, etc.). The above pedagogical values are divided into personal and instrumental aspects, which are distinguished by their subject content, social and professional components. Personal values are values that determine the creative nature of a teacher's work, its prestige, social significance, responsibility before the state, the ability to demonstrate it, and the ability to show love and care for children. These values serve as the basis for the development of teaching and learning. Objective values are defined as reciprocal functions that are solved in the system of other pedagogical values. because their purpose reflects the main content and essence of educational activity. The teacher, looking for ways to implement the goals of pedagogical activity, chooses a professional strategy for the development of the subject and its goals. Therefore, objective values reflect the educational policy of the state and the level of development of pedagogical science. These values, when subjectified, become important elements of pedagogical activity and influence instrumental values. They are formed as a result of mastering the methodology, pedagogical technology, and pedagogical skills, and constitute the basis of the teacher's professional training.

The necessary values for a person reflect the following objective values: creative and versatile character of teaching work, its prestige and significance, high responsibility to society, determination, love for children and others. Such values are expressed in pedagogical activity related to the development of the individual, the student community, and the pedagogical community.

Indirect values serve as a means to achieve goal values (recognition of the results of labor in society, correspondence of the interests and abilities of a person to the description of pedagogical activity, professional development, etc.).

Also, according to Doctor of Pedagogical Sciences, Professor N.M. Egamberdieva, values for pedagogical activity also determine the value of the pedagogical point of view.

The point of view of a teacher is his volitional and emotional-evaluative attitude to the world, to pedagogical reality, to pedagogical activity and to private situations, which are considered the source of his activity. On the one hand, this is determined by the demands, hopes, and opportunities that society places on him and presents him. On the other hand, in his circle, personal sources of activity - inclinations, aspirations, motives and goals of activity, system of values, worldview. Ideals are implemented.

From the point of view of the teacher, a description of his personality, social orientation, civic behavior and activity is determined.

The social role of a teacher is formed and developed in the form of a system of views and values, as in the work of a general education school. On their basis, in the process of professional training, a valuable attitude towards the teaching profession, the goals and means of pedagogical activity is formed. A valuable attitude towards pedagogical activity, in a broad sense, expresses the orientation towards forming the basis of the personality of the educator.

The social position of the teacher largely determines his professional outlook. However, there is no direct connection here, since education always results from the influences exerted on the individual.

Many factors influence the choice of a teacher's professional position. However, the decisive role among them is played by professional standards, individual-typical characteristics of a person, temperament and character. Effective ways of forming a system of values in students. The development of a person's personality based on a reciprocal approach involves taking into account the following aspects:

- 1) the ability of a person to develop his/her personality, to mobilize his/her personality for a profession, to organize his/her work;
- 2) the ability to morally organize his/her personality;
- 3) the level of meaningful and satisfying development of the person and the organization of his/her work;
- 4) the high level of independence of the person;
- 5) his/her ability to engage in goal-oriented activity;
- 6) Voluntary behavior aimed at improving one's personality;
- 7) the stability of one's aspirations and abilities, their transformation;
- 8) creative description of one's activity;
- 9) the effectiveness of the process of forming oneself as a specialist.

The formation of a system of values in students is a complex process, characterized by a set of interconnected components. The components of such a system of values can include needs, interests, motives, goals of activity, moral ideals, and internalization.

It is known that students' various forms of behavior and activity reflect their specific assessment approach. It is precisely in the evaluation relationships of students that new values are implemented or, if not, previously existing values (for example, social norms, values, views, opinions, laws and regulations) are further reinforced.

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