



DEVELOPING AXIOLOGICAL RELATIONSHIPS THROUGH PEDAGOGICAL DESCRIPTION IN FUTURE TEACHERS

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Annotation

Factors for the development of axiological relations in future teachers through pedagogical description are given. It is revealed that in spiritual-enlightenment activity socio-pedagogical values reflect the description and content of the values operating in different social systems, manifested in the social consciousness.

Keywords: pedagogical activity, pedagogical communication, Perfect personality, Universal values, enlightenment, events, activity.

Introduction

According to the scientist Z. Tailanova, the stability of value relations is expressed by the term "value orientation", which serves to form the goals and motives of human activity. The development of value relations among future teachers as a complex learning process occurs with the socialization of the student, his active participation in the process of learning and education with the environment, peers, communities and, of course, society. Interpersonal relationships, learning from "role models", that is, learning from people who reflect values and are exemplary in their exemplary behavior. The content and quality of such relationships play an important role in shaping the value system of the individual. Values are formed in the process of formal, non-formal learning. The development of value relations among students is formed not only by the study, analysis and comparison of pedagogical values in everyday situations, but also in educational situations. Pedagogical values are norms that act as a system of cognitive activity and regulate pedagogical activity, acting as an intermediary and a link between the established public outlook in the field of education and the activities of a teacher. The level of subjectivity of these pedagogical values serves as an indicator of the personal and professional development of the teacher.

Pedagogical axiology is a field of pedagogical knowledge that considers educational values and implements an axiological approach to education, recognizing a person and education as values. In his scientific article, N.A. Astoshova argues that the functions of pedagogical axiology allow us to determine its specificity and consist in:





- Meaningful coherence (stimulates intellectual initiative, since it combines the content and procedural aspects of education) - the thought process, the actualization of the object, the identification of clear evidence and evidence, the critical observation of information, the comprehension of meaning, the growth of personal thinking;
- Appraiser - reflects the development of an adequate assessment of being and spiritual phenomena among the participants in the pedagogical process;
- Indicative function - associated with the ability to determine the important rules of personal, professional description based on certain parameters of the "hierarchy of values";
- Normative (normative) - the components of the teacher's axiom, "legitimizes" the system of their interaction, reflecting the style of values;
- Management - the subjects of the system in the stream of national and universal values of universal human content, directs the development of the education system, creates the necessary interaction in the field of education;
- Controlling - the development of values in the cultural and historical context allows you to form a value orientation in the individual.

Pedagogical values also change with the changing social conditions of life, the development of the needs of society and the individual. In the history of pedagogy, there is a change of research-descriptive, then problem-pedagogical theories of the change of scholasticism. The strengthening of democratic tendencies leads to the development of non-traditional forms and methods of education. Subjective perception and definition of pedagogical values is determined by the richness of the personality of the teacher, the direction of his professional activity. Pedagogical values differ in the degree of their existence. On this basis, social, group and individual pedagogical values can be distinguished. V. A. Slastenin classifies pedagogical values as follows:

1. Target values: the personal concept of the future teacher in the sum of personal "I" and professional "I". The teacher chooses his own professional strategy for the development of himself and others, looking for ways to achieve the goals of pedagogical activity. Consequently, the target values reflect the state educational policy and the level of development of pedagogical science.
2. Instrumental values: pedagogical communication, technique and technology, monitoring, innovation, system of intuition. Intermediate values serve as a tool in achieving target values (recognition of the results of labor in society, the correspondence of individual interests and abilities to the description of pedagogical activity, professional growth, etc.);





3. Relative values: the attitude of the participants in the pedagogical process, the attitude to professional and pedagogical activities;

4. Qualitative values: various qualities of behavior, human activity.

5. The value of knowledge. The cognitive values of the teaching profession are theoretically related to the recognition and acceptance by students of the values of the teaching profession.

N.M. Egamberdieva proposes to classify pedagogical values into two main groups in terms of personal and professional socialization of students: socio-pedagogical and personal-pedagogical values. Socio-pedagogical values reflect the description and content of values that operate in different social systems and are reflected in the public consciousness. This is a set of ideas, concepts, norms, rules, traditions that regulate the activities of society in the field of education. Personal and pedagogical values act as a socio-psychological education, which reflects the goals, motives, ideals and other worldviews of the teacher. This set of features forms his system of value orientations. In general, it will be possible to divide values into educational and pedagogical values. Educational values should be reflected in the essence of state educational standards, curricula and plans, textbooks, the content of educational literature, as well as new pedagogical technologies. Educational values, on the other hand, are understood as material and spiritual realities that effectively influence the personality of students through positive objective and social conditions and relationships. Educational values reflect the qualities, qualities, aspirations, aspirations that parents and educators want to form in the personality of the pupil, useful for civil society, important and necessary in this social environment. In essence, socio-pedagogical values are synchronous with educational values, and personal-pedagogical values are synonymous with educational values.

The above values serve to identify the following effective ways to develop value attitudes in future teachers:

- Readiness of the student for self-development, self-mobilization, organization of their pedagogical activity;
- Form their behavior in accordance with professional and ethical standards;
- Increasing the level of understanding of the practical nature of values;
- Increasing independent opinion about professional activity;
- Great interest in one or more activities in the field of professional activity;
- Conscious behavior aimed at personal development, an action aimed at acquiring the necessary skills and abilities to acquire an expert level of pedagogical activity.





Pedagogical values depend on social, political, economic relations in society. Taking this aspect into account, Z. I. Ravkin classifies pedagogical values into 4 groups. These:

- Socio-political values.
- Intellectual values.
- Ethical values.
- Values of professional and pedagogical activity.

The values of the first group reflect free, open, free education for all, equality in education regardless of social origin, race, gender, views, free choice of an educational institution by parents and their surrogates. The values of the second group include knowledge of a person, the need for learning, activity and interest in learning, creative activity, etc. The third group includes the duties and personal responsibility of the student, subjectivity in the pedagogical process, moral incentives and motives. The fourth group of values includes responsibility for pedagogical activity, pedagogical skills, research activity, an innovative approach to activity, communication.

Scientist Sh.K. Mardonov and others classify educational values into several groups: global conceptual values; clear educational values; values of the individual nature of education; innovative pedagogical technologies - universal (conceptual) conceptual educational values; personality formation; democratic and humanitarian orientation of education; humanism, the formation of a person's worldview.

The values of individual education are taught to students in the educational process of higher educational institutions, within the framework of spiritual and educational activities, group meetings, individual conversations. Students are taught the social significance of the teaching profession, the prestige of a teacher in society, social recognition, recognition by relatives, responsibility for meeting the needs of people in public life in communication. As a teacher, he constantly develops his individuality, works on himself, the emotional richness of the teaching profession, the balance between emotion and reality, the ability to help people in need of social protection, the state guarantees his work, opportunities for creativity and personal development, i.e. pragmatic values. Values, including the prestige of pedagogical work, responsibility to the state, social significance, the ability to show one's abilities, responsibility to students, are characterized as personal values and serve the development of students.

In general, in the process of formation and development of pedagogical axiology, the opinion was established that education and upbringing are core values, understanding and transformation of such values as individual development, individual freedom, duty, duty, arising from value thinking. achieved. In order to





develop axiological relations in higher educational institutions, students are required to create conditions and opportunities for activities, exchange of experience and communication, which in turn should be a “role model” for the teaching staff. For this, it is important that professors and teachers of higher educational institutions have an exemplary level of value attitude, freedom and equal participation of students in the development of value relations. From this point of view, it is advisable to organize advanced training courses, supervision of the teaching staff in universities for the development of reflective skills in value relations. The successful development of value relations among students requires the initiative of departments, all staff and students of the university. This should be reflected in the corporate image of the university. There will be a discussion about what values should be widely upheld and supported in the university, and on this basis, the values will be demonstrated in the internal and external relations of the university. It serves as a guideline, norm, principle in the implementation of all activities of the university, is integrated into the pedagogical concept of the university, is understandable, integral and institutionalized on the basis of its implementation by students.

In addition to the educational process in higher educational institutions, spiritual and educational work, based on the interests, desires, wishes and needs of students, complements the educational process in their free time. It provides an opportunity to increase the creativity and initiative of students. The peculiarity of extracurricular activities is that the variety of clubs, club programs, innovations in their content create a number of opportunities for the formation of students as a social subject. In the organization of extracurricular spiritual and educational work: from competitions, circles, amateur performances, meetings, debates, sports competitions, round tables, trainings; Methods such as persuasion, role modeling, training, practice, motivation, negative attitudes, discussion, observation, training, collective creative activity, movement, imitation, role-playing should be used effectively. Reading forms the ability to observe and think, sharpens and deepens the mind. In extracurricular activities, it is important to encourage young people to read books, to create opportunities for them to work on themselves with the help of books. In preparation for spiritual and educational activities, it is necessary to involve students more in spiritual and educational activities in which they are directly involved. To do this, it is necessary to introduce effective methods into trainings and events.

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When preparing future teachers for spiritual and educational activities in higher educational institutions, the competence of a professor of higher education is of decisive importance in preparing students for future professional, spiritual and educational activities. At the same time, the following professional competencies are required from a university professor:

- Constantly enrich their knowledge with professors and teachers, be ready to improve their skills, keep abreast of the latest developments in the field of spirituality and education, global reality in the world;
- Perfect mastery of the didactics of the pedagogical and psychological analysis of the problems of the spiritual and educational sphere and the communication of its content to students;
- Be able to use the database of scientific resources of the spiritual and educational sphere (independent thinking, goal setting, proper use of textbooks and additional sources);
- Be able to think critically and professionally solve problem situations that arise in the learning process;
- Be able to establish pedagogical communication with students on the basis of cooperation, mutual understanding, empathy, mutual respect and trust;
- Actively orient students towards their future careers.

The development of the value orientations of future teachers for spiritual and educational activities requires the social, methodological, and professional knowledge of a university professor. To be able to effectively interact with the audience during the lesson, create a healthy spiritual environment, convey to students all knowledge, social and life experience in a clear, free language, effectively use educational technologies and methods, deepen and deepen their knowledge and skills. The ability to have versatile knowledge, the ability to work on oneself, the ability to clearly communicate the interests and needs of students determine the effectiveness of the activity. In addition, the teacher should have sufficiently developed skills to explain, speak, take the initiative.

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