

VALUE WAYS OF AMONAVIOUS EDUCATION

Fakhriddin Joniyev

Doctor of Philosophy (PhD) in Pedagogical Sciences, Department of Social Sciences and Physical Culture, Tashkent Textile and Light Industry Institute

ABSTRACT

This article describes the results of research aimed at determining the characteristics of the development of value orientations of university students as a factor in improving the quality of education using modern scientific approaches.

Keywords: values, research, education, orientation.

INTRODUCTION

In Uzbekistan, during the years of independence, a new socio-political climate, new values have formed in society, which objectively led to changes in education, the attitude of society towards it, especially the younger generation. The National Program for Personnel Training, measures for its implementation, have created in society an understanding of the high values of modern education, which significantly affect the formation of a perfect personality, the socio-economic development of the country. Society and the individual consider education from the standpoint of purpose, process and result.

These categories are socially and historically conditioned. At each stage of its development, society set specific goals for education, assigned certain functions. Accordingly, requirements were made to the organization and content of the educational process, the final result of education. In other words, the state and society, pursuing a certain policy in relation to education, formed, in accordance with the values developed in society, the younger generation. The relevance of the study is due to a number of contradictions between:

- the objective need of society to develop its citizens in the paradigm of universal and national values and insufficient scientific and pedagogical support for this process in educational theory and practice;
- the desire of educational institutions to develop the value orientations of their students and the incomplete realization of the axiological potential of the content of the state educational standard of higher education of the new generation;
- the need to create objective tools for monitoring the quality of student education and the traditional approach in education to diagnosing the content, stages and levels of this process.

The educational process becomes integral if the level of development of students' value orientations as a factor in improving the quality of education is determined by a combination of the following indicators: the motivational indicator is determined by the student's enthusiasm for the future profession, the desire to fulfill himself as a professional; the cognitive indicator is determined by the totality of the student's knowledge in the main and profile disciplines and their assimilation; about personality, methods of self-education, self-organization, self-control and self-awareness of individuality; about creativity as a personal characteristic of the future specialist; the activity indicator is characterized by the active orientation of the educational process and the implementation of the skills to reflect on the foundations of educational activity

and action; build a program of self-education, self-organization, self-control and self-awareness of individuality.

The pedagogical conditions that ensure the development of value orientations of students as a factor in the quality of education are:

- implementation of the value approach in the educational process;
- inclusion in the monitoring system of the concept of "axiological indicator of monitoring";
- establishing the nature of the relationship between the basic, variable and value (axiological) components in the educational process;
- creation of a dialogue interaction between the subjects of the educational process;
- Actualization of the situation of self-determination of students in the professional and cognitive spheres on the basis of the freedom to choose role-playing and social forms of education (inclusion of students in various forms of education (workshops, debates, trainings) and their performance of various roles considers the possibility of self-determination in professional and cognitive spheres .

To solve the set tasks and test the hypothesis, a set of general scientific and pedagogical methods was used. At the theoretical level, methods of theoretical analysis of philosophical, sociological, psychological and pedagogical literature (retrospective, comparative, systemic and logical) were used. At the empirical level, questionnaire-diagnostic methods (questionnaires, testing, evaluation), experimental ones (stating, forming and productive experiment) were used. In the study, statistical methods were implemented using techniques adapted to the specific tasks of studying and processing the data obtained (qualimetry and correlation).

The scientific novelty of the research lies in:

- substantiation of a set of value orientations (life, material, spiritual, moral, professional) and a positive dynamics of the transformation of the significance of values from material to moral and professional with an increase in the orientation of the individual towards value self-determination;
- establishing the possibility of developing the value orientations of students in the educational process as a factor in improving the quality of education under the following pedagogical conditions:
 - the value approach prevails in the educational process;
 - an axiological monitoring indicator is included in the education monitoring system;
 - the nature of the correlation of the basic, variative and value (axiological) components in the educational process is established;
 - a dialogue interaction between the subjects of the educational process is created;
 - the situation of self-determination of students in the professional and cognitive spheres is actualized on the basis of the freedom to choose role-playing and social forms of education - the inclusion of students in various forms of education (workshops, disputes, trainings) and the performance of various roles professional and cognitive spheres;
- identifying the effectiveness of the educational process in the development of value orientations of students, which consists in improving the quality of education;
- orientation of students to self-determination in situations of freedom of choice;
- development of communication skills;
- achievement by students of functional computer literacy in solving professional and educational problems.

The theoretical significance of the study lies in the fact that the implementation of a value approach to the training of specialists contributes to the substantiation of the tools for monitoring the quality of educational activities. The selection of the content of education creates the possibility of improving theoretical and practical approaches to improving the quality of training. The development of the dynamics of students' value orientations makes it possible to clarify the stages of students' personal self-determination on the basis of freedom of choice.

The practical significance of the study lies in the development of a special course "Business Planning", which will allow students to comprehend the practical experience of moral behavior in business, make a valuable choice of business plan economic models and make management decisions leading to self-determination, and, therefore, - prepare a competitive specialist who adapts to modern changing market conditions.

The reliability and validity of the results of the study is determined by the theoretical provisions and the use of a set of complementary methods that correspond to the goals and objectives of the study at various stages of experimental activity; representativeness of the obtained results; confirmation of the research hypothesis by the results of statistical processing of experimental data.

The specificity of professional activity involves the fulfillment of their professional duties in cooperation with the team, taking into account their motives and inclinations. Therefore, the student needs to recognize and evaluate himself in situations that require building relationships with others, taking into account the overall goals of the activity. In addition, the development of value orientations requires deepening into oneself, self-knowledge, self-analysis, which are maximally manifested in reflective activity.

Thus, groups of conditions that contribute to improving the quality of education have been identified. The criteria for selecting conditions are justified:

1. The logic of the development of the subject of research (projectivity);
2. The specifics of the professional activity of a specialist (corporatism);
3. The phenomenon of the subject of research: the development of value orientations as a factor in the quality of education requires deepening, in itself, introspection (reflexivity).

The study showed that the development of value orientations becomes a factor in the formation of the image of a future specialist in the organization of targeted training of a student in the analysis of life goals, forecasting their activities. In this process, firstly, the development of students' orientation towards knowledge as a value, the individual's understanding of his capabilities, and the choice of a professional position take place. Secondly, reflexive abilities to comprehend oneself and one's qualities from the standpoint of the image of a future specialist are developed. Thirdly, the student masters skills based on information technologies (AutoCad, INTERNET), educational (business plans, trainings), orientation-value (project method, portfolio, game forms) technologies that contribute to goal-setting and self-actualization. The conducted research confirmed the expediency of introducing a special course "Business Planning" into the educational process of the university.

The results of the dynamics of the results of experimental work confirmed the effectiveness of the pedagogical conditions allocated to us, contributing to the development of value orientations of university students as a factor in improving the quality of education.

Based on the analysis of the quality of educational activities of students, strategies for working with students of the experimental group are built. Before the introduction of monitoring the quality of educational activities of students, such a task was not formulated, and consequently, there were no searches for its solution.

The results of experimental work made it possible to identify the pedagogical conditions for the development of value orientations of university students.

The main purpose of the experimental work was to test the hypothesis put forward about the effectiveness of the influence of the development of the axiological potential of students on the quality of their educational activities when a number of pedagogical conditions for its implementation are met. At the same time, under the effectiveness of influence, we understand the improvement of the results of the quality of the educational process.

It is well known that quality is the property of an object to satisfy any needs in accordance with its purpose. In our case, the object is the educational process of professional training of university students.

When preparing the formative experiment, control and experimental groups were created.

In the experimental groups, work was carried out in the following areas:

- axiologization of the content of education, taking into account the dominant needs and hierarchy - the values of students. The development of value orientations of students on the knowledge of the mechanisms of development of the process of orientation: search - evaluation - choice - projection;
- development of communicative skills of students in the conditions of dialogue interaction and corporate activity;
- actualization of situations of value self-determination of students on the basis of freedom of choice by a student of the level of mastering disciplines based on experience, abilities, interests.

In the control groups, pedagogical technologies focused on the formation of learning skills were also introduced.

In the course of the study, the conditions for the development of value orientations of the student's personality were theoretically substantiated and experimentally tested pedagogically:

- the value approach prevails in the educational process;
- an axiological indicator of monitoring is included in the education monitoring system;
- the nature of the correlation of the basic, variable (regional) and value (axiological) components in the educational process of the university is established;
- a dialogue interaction between the subjects of the educational process is created;
- the situation of self-determination of students in

professional and cognitive spheres on the basis of freedom of choice of role-playing and social forms of education (the inclusion of students in various forms of education (workshops, debates, trainings) and the performance of various roles by them provides for the possibility of self-determination in the professional and cognitive spheres).

The quality of axiological potential development is influenced by the following indicators of pedagogical activity: cognitive; motivational-value; activity. The quality of learning outcomes is the achievement of students, and the quality of knowledge is a holistic and stable discernibility of the results of assimilation. The quality of knowledge is usually understood as the degree of assimilation of educational material, expressed in points or percentages. The criteria for the

quality of education are indicators, judgments for comparing objects, the main features by which one solution is selected from a multitude. A criterion has three components: an object, a sign, and a comparison procedure. The criteria are subject to the following requirements: objectivity, efficiency, reliability and reliability, focus. To prove the tightness of the connection between the value orientations of students on cognition as a value and the quality of education, we apply the formula of mathematical statistics to determine the correlation coefficient (Kalinina, V.N.). The calculation of the Pearson correlation coefficient assumes that the variables X and Y are normally distributed. In our study, the following pedagogical conditions were identified:

- Introduction of the program of the academic discipline "Business Planning" for students of the Faculty of Economics of TIV.

The main purpose of the experimental work was to test the hypothesis put forward about the effectiveness of the influence of the development of the axiological potential of students on the quality of their educational activities when a number of pedagogical conditions for its implementation are met. At the same time, under the effectiveness of influence, we understand the improvement of the results of the quality of the educational process.

The results of the study proved the possibility of improving the quality of education under the following conditions: goal-setting through the prospect of continuous education in the college-lyceum-university system; self-actualization; projectivity through the development of a business plan for future professional activities. The study showed that the problem of the development of students' value orientations remains more relevant and requires practical implementation in the conditions of the university, the study proves the influence of the development of students' value orientations on the quality of education. In order to find out to what extent the development of value orientations of the personality of students affects the quality of education, the real successes of students, value orientations were determined, and then a correlation analysis was made, which showed a close relationship (the correlation coefficient was 0.72) between the development of value orientations and the quality of education. Therefore, the higher the desire to get an education, the higher its quality.

Within the framework of this experiment, the following tasks were solved.

1. The set and dynamics of changes in the level of value orientations of students in the conditions of the university are disclosed.
2. The possibilities of the educational process of the university in the development of value orientations of students as a factor in improving the quality of education are revealed.
3. Established the effectiveness of the educational process of the university in the development of value orientations of students in improving the quality of education.

Values are spiritual and material phenomena that have a personal meaning and are the motive of activity. Values are the goal and basis of education. Life values are currently formed mainly spontaneously, under the influence of a variety of factors. The lack of formation of the main mechanism for highlighting values prevents students from consciously choosing and hierarchizing into a certain structure certain values of human life as the main goals. The study of value orientations is connected with how we understand their psychological nature.

In the study of value orientations among students, we came to the following conclusions.

1. Considering the values most preferred by the respondents of the two groups, we can single out a block of recurring, unchanging values. These are such values as “favorite and interesting work”, “make a real person out of yourself”, “loyal, reliable and devoted friend”. These values can be attributed to the basic values of this age sample.

2. Value orientations of students are different depending on gender. For young men, the most important and regulating are the values of social success - these are "favorite and interesting work", "the business that will be the most important in life", "having the means for entertainment". For girls, the values of social interaction are significant, such as “faithful, reliable and devoted friend”, “authority and respect for comrades”, “make yourself a real person”.

3. In accordance with the values accepted by students, their behavior is built, their relationships with the outside world are built.

So, the formulation of the problem, the construction of the logic of the study, the choice of methodology and methods for realizing its goals and objectives, the course and results of the study, fully confirmed the hypothesis of our study, allowed us to solve its problems.

REFERENCES

1. И.А.Каримов. «Баркамол авлод - Узбекистон тараккиетининг пойдевори», Т., 1997, - 63 с.
2. Абульханова-Славская, К.А. Стратегия жизни / К.А. Абульханова-Славская. - М.: Мысль, 1991. - 320 с.
3. Авлиякулов Н.Х. Замоनावий укутиш технологиялари., Т.,- 2001 , - 68 с.
4. Алексеев, П.В. Философия: Учебник / П.В. Алексеев, А.В. Панин. - М.: Проспект, 1998. -563с.
5. Ананьев, Б.Г. О проблемах современного человекознания / Б.Г.Ананьев. -М.: Наука, 1977.- 247 с.
6. Андреев, В.И. Педагогика: учебный курс для творческого саморазвития / В.И. Андреев. - Казань: Центр инновационных технологий, 2002. - 608 с.
7. Андреев, В.И. Педагогическая этика: инновационный курс для нравственного развития / В.И. Андреев. - Казань: Центр инновационных технологий. 2003. -272 с.
8. Анисимов, П.Ф. Управление качеством среднего профессионального образования: Монография / П.Ф. Анисимов, В.Е. Сосонко. - Казань : Институт среднего профессионального образования РАО, 2001. - 256 с.
9. Анисимов, О.Ф. Методологический словарь для управленцев / О.Ф. Анисимов. -М.: 2002. -295 с.
10. Анищенко, В.А. Педагогические условия управления творческой деятельностью высшего учебного заведения : Монография / В.А. Анищенко. -Оренбург: 2002. - 237 с.
11. Архангельский, С.И. Лекции по теории обучения в высшей школе / СИ. Архангельский. - М.: Высшая школа, 1974. -383 с.