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AXIOLOGICAL APPROACH IN PROFESSIONAL EDUCATION OF STUDENTS

Siddikov Bakhtiyor Saidkulovich - Candidate of Pedagogical Sciences, Associate Professor of Fergana State University.

Abstract: Dynamic changes in society, global processes of reassessment of values cause unrelenting interest in the problem of forming the value orientations of student youth

Keywords: axiology; professional education; axiological approach; value orientations; career orientations; hierarchy of values.

Vocational education is the process of transferring its values to students, which form their worldview, self-awareness, motivation and orientation of educational and extracurricular activities, life activity in general. The specifics of the position of students in society also determines the characteristics of the dynamics of its value orientations.

The problem of value in all historical epochs remained one of the most urgent in the process of understanding by a person of his inner, individually unique, spiritual world. From ancient times, the attention of thinkers was attracted by the problem of values. Even Socrates and Plato thought about the question of what is good, truth, beauty, justice, kindness, mercy, etc. In recent years, the axiological approach has been developing especially actively and has become an important and necessary component in the study of human value systems. This is due to the socio-economic, political and spiritual changes that began in Russia in the 90s. 20th century and continue to this day. Reforms in all spheres of public life required not only a significant transformation of the old system of values and value orientations, but also the development of a new value perception of reality in the public and individual consciousness, the formation of a new value mentality in society.

We consider the axiological approach as a way of organizing students' activities from the standpoint of socially and personally significant values.

Its relevance is determined by the need to form a system of value orientations as the basis of behavior, relationships, consciousness; as an integral part of the individual's worldview. Value orientations are an integral component of the personality structure; they generalize the life experience accumulated by the personality in its individual development. But values can become a guideline for a person's activity and behavior only if he has a value consciousness and attitude, if he has the ability to determine the most significant value in the appropriate situation, as well as the ability to recognize and perceive universal human values as his own values. Being an integral component of the personality structure, they enrich the life experience accumulated by the personality in its individual development, set the direction and motivation of life, human activity, his attitude to the world and specific actions.

In the conditions of modern society, it becomes obvious that students develop the skills to consciously regulate their actions, take into account the feelings, moods and interests of other people, and focus on them in their behavior.

Knowledge, abilities and skills that make up the performing side of professional activity can be successfully formed, developed and updated only if they acquire personal and social meaning, value, significance for the student, thanks to which such qualities of a future professional as responsibility, mobility develop, initiative, independence, readiness for creativity.

Vocational education is the process of transferring its values to students, which form their worldview, self-awareness, motivation and orientation of educational and extracurricular activities, life activity in general. The specifics of the position of students in society also determines the peculiarities of the dynamics of its value orientations. The formation of a future specialist is impossible without referring to the values, mechanisms and technologies for translating social values into personal ones [1]. Values determine the content basis of vocational education, where the educational process is the transfer of not just any, but significant knowledge that has a certain value and must be recognized and comprehended by a person.

Pedagogical values are objective, since they are formed historically in the course of the development of society, education, higher education and are fixed in pedagogical science as a form of social consciousness in the form of specific images and ideas. In the process of preparation and implementation of pedagogical activity, the student masters pedagogical values, subjectivizes them. VI Blinov [2] argues that the level of subjectivation of pedagogical values is an indicator of the personal and professional development of the teacher as the degree of realization of the ideal value, the transformation of the potential (proper) into the actual (existing).

As the conditions of socio-pedagogical life change, as the needs of society, higher education, and personality change, pedagogical values are reevaluated. However, they act as relatively stable guidelines by which teachers correlate their lives and pedagogical activities. The inclusion of universal human values in the palette of pedagogical values, mastering them and deepening the world of pedagogical consciousness create the material basis on which the building of professional training of a specialist's personality is built.

The axiological approach is determined by the specifics of pedagogical activity, its social role and personality-forming opportunities. The axiological characteristics of pedagogical activity reflect its humanistic meaning. Pedagogical, like any other spiritual values, are not spontaneously affirmed in life. They depend on social, political, economic relations in society, which largely influence the development of pedagogy and educational practice. Moreover, this dependence is not mechanical, since the desired and necessary at the level of society often come into conflict, which the teacher resolves by virtue of his worldview, ideals, choosing the ways of their reproduction and development.

The axiological approach is organically inherent in humanistic pedagogy, since a person is considered in it as the highest value of society and an end in itself for social development. At the center of axiological thinking is the concept of an interdependent, interacting world. She argues that our world is the world of a holistic person, therefore it is important to learn to see the common thing that not only unites humanity, but also characterizes each individual person. Humanistic value

orientation, as noted by V.A.Slastyonin, is an “axiological spring”, which gives activity to all other links of the value system [3], [4].

As a result of the intensive development of science and the introduction of information technologies, modern vocational education is increasingly focused on the fulfillment of a social order, that is, on the training of specialists who know their duties and rights, who are confidently oriented in the technologies of professional activity.

However, this approach does not take into account the component of vocational education, which is responsible for the formation of the personality of a specialist who has an ordered system of value orientations and serves as the basis for the formation of professional orientations, which are understood as orientations towards the implementation of professional goals and objectives in the context of their value consideration. This makes it possible to comprehend the role of values as the defining beginning of pedagogical activity and objectively requires initiating the search for a new value paradigm. It will make it possible to redefine the goals, principles and content of the education of future specialists, and will prevent the deformation of the idea of humanization in the practice of its implementation. Focusing on this trend actualizes the integration of the value bases of traditional and innovative pedagogy of vocational education.

The general way of forming a motivational-value attitude to pedagogical activity does not mean laying ready-made motives and goals in the student's mind, but the need to put him in such conditions and situations of unfolding activity, where desirable motives and goals would be postponed and developed taking into account and in the context of past experience, individuality, internal aspirations of the student himself [5].

Therefore, professional education should create conditions for axiological self-determination, which is emphasized in the works of V.I. Blinov, M.R. Ginzburg, S.O. Zueva, D.A. Leontiev, I.A. Makarova, B. Poizner and others [6]. The educational process must be built in such a way that within its framework the future specialist could realize the social functioning of values, see the variability of the values of professional activity, correlate them with cultural norms, give a reflexive assessment of their own value ideas and orientations. This is the solution to the problem of value-semantic self-determination at the individual level, which will make it possible to acquire the stability of new positive values of society and the institution of education, in particular.

To study the phenomenon of axiologically oriented professional education, the necessary theoretical and practical prerequisites have been created at the moment. Among them, one can single out the formation of the methodology and the conceptual and categorical apparatus of pedagogical axiology (N.D. Nikandrov, Z.I. Ravkin, V.A. Slastenin, G.I. Chizhakova), the development of the conceptual foundations of axiologically oriented education (E.V. Bondarevskaya, B.S. Gershunsky, V.I. Ginetsinsky, C.B. Kulnevich).

V.A. Yadov emphasizes that value orientations are sometimes considered as the highest level of the dispositional structure of the personality, the orientation of the

goals of its life activity and the means to achieve them. The study of the value orientations of young people makes it possible to identify the degree of its adaptation to new social conditions and its innovative potential. Since the value attitude is formed in the process of activity and is realized through activity, the student can choose a goal, form a strategy for future behavior, based on an individual system of values. The main problem of value orientations of students lies in their fundamental polarization, which has a direct impact on their layout and orientation.

It is necessary to continue to study the process and conditions for the formation of value orientations of student youth in order to make upbringing and professional education more meaningful and effective.

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