

LOW DEVELOPMENT OF NATIONAL VALUES IN STUDENTS OF HIGHER EDUCATION INSTITUTIONS

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Abstract:

This article analyzes modern approaches aimed at improving the effectiveness of the work of educating students of higher educational institutions in the spirit of national values and loyalty to the motherland. The information provided is the most relevant issue of today when further development of the system of improving the education of students in higher educational institutions in the spirit of national values and loyalty to the motherland, as well as the education of their students in the spirit of national values and loyalty to the motherland.

Keywords: New Uzbekistan, citizenship, personality, pedagogical-psychological characteristics, perfect person, tradition.

Introduction

National and universal values are a philosophical teaching about the material, cultural, spiritual, moral and psychological values of an individual, group, and society, which are a system of valuable norms in their relationship with the material world and in the process of historical development. That is, values are a set of people, relationships, situations, material things and spiritual values that have prestige, respect, influence and importance among society and people. The concept of values is used to show the human, social and cultural significance of relevant events in reality.

In the current conditions of independence, values are being assimilated on the basis of universal principles. Such assimilation of values, their social and spiritual development, change in the thinking of society members, and their place in the upbringing of children are considered a priority area of state importance. Therefore, it has become necessary to pay attention to values and use them in

education. Values are formed and developed in the process of human activity. They have a social character, are a set of things and phenomena that benefit a person and serve his needs. Natural and social phenomena that do not suit a person and his interests cannot be values. For example, everything in nature becomes valuable only when it serves human needs.

According to the views of philosophers and historians E.V. Ilenkov, J. Tulenov, K. Nazarov, H. Ziuov, the concepts of "value" and "value" differ from each other. Because, if value is a real-life event, then value is an attitude towards this event. Whether to consider this phenomenon as belonging to values, that is, to include it in values or not, depends on this attitude, whether it is positive or negative. Therefore, the place of values in life is determined by the assessment. Thus, whether to include or not phenomena in nature and society in the category of values is determined by the needs, interests, dreams, hopes, and goals of people. Q. Nazarov emphasized that the concept of "value", which is widely used in everyday life, is used in relation to objects, things, and events that have a certain significance for people. The concept of "value" in the Uzbek language has a complex meaning and acquires an oriental content. It is especially important to understand that the value perceived by an individual fulfills the function of national and universal value, that is, the ability of a person to fulfill the function of morality and activity. That is why the assessment of an individual's activity is a tool of humane pedagogy, and its development is a pedagogical task. However, under the influence of social processes, people's ideas and views on values change, and therefore the value of values also varies. The assessment of values is characterized by the expression of contradictions and interdependence in life. Values change depending on the development of society and acquire different significance in different periods, and when necessary, sometimes this value, sometimes this value, is pushed to the forefront of social development, and in this way the stability of values is strengthened. There are also constants among the forms of manifestation of values, which are considered an important means of education. These include human life, lifespan, physical vitality, health, labor, knowledge, and behavior, which retain their importance in society. Their opposites, such as illness, apathy, ignorance, and degradation, also exist in life. National and universal values are of great importance in preserving and shaping noble qualities in the attitude towards positive values in the younger generation, especially among students.

In her research, O. Musurmanova draws attention to the lack of comparative studies of the historical development of values, the limited understanding of people about values, the insufficient attention to values in educational content, and the lack of experience in this regard.

Pedagogical national and universal values are implemented on the basis of understanding and solving the values in human life, education, pedagogical activity and individual education. The desire for values in the education system to serve human life has been a cornerstone of the development and formation of pedagogy at all stages of its development and formation, based on the relationship between man and society. This is what determines the value of education. The acquisition of humanistic values can be implemented in all its aspects. This can serve as a basis for the evaluation, analysis and creative research of knowledge as a valuable worldview.

The complexities of social life and the disparities between the efforts being made to solve them require the modernization of educational goals, content, and technologies in the continuing education system, and their consideration based on the experience of advanced countries and historical and national values. One of the main principles of state policy in the field of education at the present time is the humane and democratic nature of education and upbringing. However, the main focus is on solving the problems of organization and management of educational institutions, material and technical, personnel training, and the introduction of modern technologies into education. However, the fact that the education that is given to the individual, the humanization of education, which is its basis, is the basis for qualitative improvement at all stages of the educational process, is being underestimated. Therefore, a humanistic approach to education - a humanistic approach to education - is a way of achieving educational outcomes that are individualized to the individual, which implies the development of the idea that educational effectiveness consists only of a system of knowledge, skills, and abilities. Understanding the purpose of education in this way does not mean artificially separating education and upbringing, but rather increasing attention to their inextricable link, introducing universal human and national values into the educational process. In certain periods, labor education and its moral and aesthetic aspects were neglected. Artistic education, aesthetic taste, and the education of feelings were separated from their original national roots. This requires humanizing education, forming a sense of human dignity, the cultivation

of all virtues and beauties. The development of society and democratic changes are based on these demands and needs, and are aimed at educating a person who is independent, free, creative, and able to find a way out of difficult situations. Because in pedagogy, the national and universal value of education requires this. Because, the humanization of education is of great importance, and it will help the future generation to become intellectually and spiritually mature individuals suitable for a civilized society. Only then, in increasing the effectiveness of education, national and universal values, human values, worldviews, and spiritual qualities can be integrated, enabling them to develop harmoniously and build their future lives on the basis of this harmony.

In general, national and universal values make it possible to identify pedagogical national and universal values, which are essentially determined by the specifics of pedagogical activity, its social significance, and the capabilities of the individual.

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