



SOCIAL PSYCHOLOGICAL CHARACTERISTICS OF THE FORMATION OF LIFE VALUES IN STUDENTS

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A B S T R A C T	K E Y W O R D S
<p>The article describes the social psychological characteristics of the formation of life values in students. It is emphasized that the study of the formation of the personal value system is one of the urgent tasks of modern psychology. During the research, it was found that the values of students are primarily focused on hedonistic, material and family values, and the status of spiritual, moral and aesthetic values is low.</p>	<p>value, spirituality, desire, society, socialization, hedonism, psychological correction, questionnaire, behavior. Social psychological characteristics of the formation of social values in students</p>

Introduction

Student youth are members of society that determine the future development and prosperity of any country. The most important task of a modern unstable society is to understand and develop a system of social values that helps the society to stabilize and prevent social crises by forming the vital values of each person. In this regard, the task of studying life values is the life of modern students and young people as a special demographic group of society and research of behavioral issues remains relevant in the system of psychological sciences. The socio-economic, political and cultural development of society and the state depends on the interests, views, and values that prevail in the environment of young people. The term "value" came to us from the Arabic word "qadr", and today this concept is used to "express the importance of something and an event in society and in social relations between people".

The phrase "value" can have a specific meaning and acquire a specific meaning only when it is given and defined in relation to a person and society. After all, "value" means the total material and spiritual benefits that satisfy needs and interests. Of course, no object or reality has any value when interpreted separately from the human being and his needs. A person's value system is reflected in his behavior in relation to material and spiritual values.

S.L. Rubinstein noted that "values cannot be bought with money, but they define our goals in life." During a person's life, his value system changes, and at the same time, his attitude towards the events and phenomena around him also changes based on his life experience, needs, and assumptions.

D. Ushinsky, who considered this period of human life as decisive, shows that it attracted the attention of scientists of different scientific schools in different periods of the development of society. Therefore, helping students to make the right choice of life values, paying attention to universal and national values, creating such an educational space, according to the opinion of scientists, forming a person's life, i.e. communicative ability in the current social reality, developing in a creative direction

are among the priority tasks of modern higher education. M. Rokich, V. Frankl, Russian psychologists Anisimov, R.G. have discussed the problem of formation of value system in student youth . Apresyan, A.S. Arsenev , O.M. Bakuradze , E.V. Bondarevskaya, B.S. Bratus, L.A. Vershkinina, V.A. Guseinov, O.G. Drobnitsky, I.M. Duranov, M.S. Kagan, V.T. Lisovsky, N.D. Nikandrov, B.D. Parygin , A.V. Razin , V.N. Sagatovsky , V.A. Slastenin , V.A. Sukhomlinsky , G.I. Chizhakova , G.I. Filonov , I.Ya. Yakovlev Kazakh psychologists L.A. Bayserke , KB B. Jarikbaev, S.K. Kalyaev, K.J. Kojakhmetova, M. Mukanov T.T. Tajibaev, A. Tabildiev, E.A. Urunbasarova, S.A. Uzakbaeva, L.M. Khodzhaeva, N.D. Khmel Uzbek psychologists M. Davletshin, V. Karimova, N. Safaev, B. Umarov studied by As a special social group, student youth are constantly in the focus of research conducted by psychologists and sociologists, because it is the indicator of constant changes and determines the possibilities of development of society as a whole. Their crisis is more evident in the consciousness of this social group in the conditions of breaking existing foundations, re-evaluating values, where success is inevitable. It is very important to study the spiritual orientations and life priorities of modern students, because this factor allows determining the adaptation of young people to new social conditions.

Results

The years of study at a higher educational institution are considered a period of rapid development of the student's intellectual and moral powers and abilities. Helping students to make the right choice of life values, paying attention to universal and national values, according to experts, coordinating the level of anxiety in a person, forming the development of communicative ability and creativity in social reality - are among the priorities of modern higher education.

As one of the relatively perfect and methodologically based directions of researching perceptions of values, the "Values Direction" methodology developed by M. Rokich in the 70s of the last century in the USA, as well as the studies conducted in other countries based on it, can be indicated [4, 6].

M. Rokich defines value as a stable belief in the superiority of a certain form of behavior or the final goal of existence compared to the opposite form of behavior from a personal or social point of view. Human values are defined based on the following main characteristics:

- the amount of common human values is relatively small;
- all people have exactly the same values, although they are expressed at different levels;
- values are formed in the system;
- the source of human values is observed in culture, society and its institutions, and in the individual;
- the influence of values can be seen in almost all social phenomena worthy of study. The methodology developed by M. Rokich is based on the direct classification (ranking) of the list of values.

He distinguishes two classes of values [7]:

1. Terminal - the final goal of individual existence is worth striving for belief about The motivational material is set out in 18 sets of values.
2. Instrumental - some form of action or personality trait is preferred in any situation. The motivational material is reflected in a set of 18 values. Such separation is based on the traditional division of values into values-goals and values-means. In the process of analyzing the results of ranking values, we focused on grouping them into meaningful blocks according to different bases.

Here, for example, it is possible to distinguish between "concrete" and "abstract" values, values of self-expression in personal life.

Instrumental values can be grouped into:

- moral values;
- communication values;
- work values;
- individualistic values;
- conformity values;
- altruistic values;
- values aimed at finding their place;
- values of acceptance of others, etc

If it is not possible to determine any relationship based on the obtained results, it can be assumed that the respondent has not formed a value system or that he did not give sincere answers during the research.

The advantage of the methodology is its universality, convenience and cost-effectiveness, flexibility in the process of conducting the examination and processing the results - it is possible to use both the stimulating material (list of values) and the instructions according to the situation. Its significant drawback, in our opinion, is the effect of social approval on the answers, which shows insincerity in them. Therefore, in such a situation, diagnostic motivation, voluntary participation in the examination, and communication between the psychologist and the examinee play an important role. In the course of our research, it was found that students' values are primarily focused on hedonistic, material and family values, and the status of spiritual, moral and aesthetic values is low.

Sentences with the most choices among 1st-year students according to Rokich's methodology

1. Independence in thinking and drawing conclusions
2. Material security (the burden of material things in life)
3. Health (physical and mental).
4. Love (spiritual and physical intimacy with a loved one).
5. Loyal and faithful friends
6. Knowledge (the ability to acquire knowledge, sharpen the mind).
7. Happy family life
8. An active life
9. Equality (equal opportunities for all)

Competitions of students of the 4th year

1. Thinking and conclusion, independence
2. self-confidence (being free from internal doubts and suspicions)
3. Loyal and faithful friends
4. Knowledge (possibility of acquiring knowledge, sharpening the mind)
5. Happy family life
6. To be recognized by many (respect).

By the 4th year, it was observed that students have an increasing need for independent thinking and actions and the knowledge necessary to perform these actions.

Independence in thinking and drawing conclusions among students of both courses

Self-confidence (being free from internal doubts and suspicions)

Loyal and faithful friends

Knowledge (the ability to acquire knowledge, sharpen the mind)

The values of a happy family life were shown in important indicators. At the same time, love between 1st year students (an indicator of spiritual and physical intimacy with a loved one, as well as an active and intense life) We can say that the fact that they have a slightly higher score than 4th-year students indicates their age characteristics and the formation of social adaptive skills to new social situations in higher education institutions. Questionnaires were used to confirm and determine more detailed preferences of students when choosing literature.

1st and 4th year students of Pedagogy and Psychology took part in the research. The following information was obtained about the importance of the formation of values:

45.1 percent of 1st year examinees studied for personal development; 4th year students 52%, they spend their free time reading books; 27.4% in the 1st course 41% in the 4th course 17.6% of the 1st year students participated in the study for study if they stated that they devote their time only to the interests of the educational process, this figure was 9% in the 4th course. 9.8% of first-year students said that they use books to get information, while in the 4th year this figure was 4.7%. The study showed that 68.7% of first-year students have a book that affects their worldview, in 4 courses this figure is 51%, and the rest of the examinees gave a negative answer (31.2%, 49%). Since most of the students we spoke to had works that influenced them, it was appropriate to clarify this book.

According to the examiners, the most common works were "Romantic novels" in the 1st course - 17.4%, and adventure literature in the 4th course. In the 1st year, it was found that "Adventure literature" was in second place - 13.9%.

Historical literature is presented in the third course

In the 1st course, the third place was taken by "Fantastic genre", 12.79% of the respondents prefer this literary genre. The literature of the "Uzbek classics" (12.66%) and "Historical works" (12.66%) genres of the test takers in the 4th course is no exception.

According to the testers, the least popular are: Poetry, Philosophy, Foreign Classics, Horror, as well as Satire and Humor. 19% of Romantic works and Uzbek classics take the first place in the 4th course. "Which book do you prefer?" Big differences were found in the answers of the examinees to the question. Only 12.5% prefer the e-book type, the rest of the students - 87.5% in the 1st year. 52% of the remaining test students in the 4th course prefer the paper version of the book. After studying the satisfaction of the students with the library, the respondents were asked whether they can find the necessary literature in the library. Analyzing the provided data, it was found that 31.2% of students almost or very rarely (31.5%) find the necessary literature. 21.88% of respondents said that they often find what they are looking for, and only 15.63% of students are satisfied that the library always has what they need. After analyzing and concluding the obtained results, we can say that reading is a way to develop the personality of students and one of the options for spending free time. Basically, the genre-thematic preferences of students should be chosen for adventure literature. The second method - questionnaires - was used to confirm and determine more detailed preferences of students in the selection of literature.

Studying the importance of reading in the formation of students' life values, the following information was obtained: 45.10 percent of examinees studied for personal development; 27.45% spend their free time reading books;

17.65% of the students who took part in the survey said that they devote time to study only for the benefits of the educational process, and only 9.8% use books to get information.

The results of the study showed that 68.7% had a book that influenced the formation of their life values, the rest of the respondents answered negatively (31.25%).

Psychological correction works are carried out on the basis of the analysis of whether the behavior of the student conforms to social norms or not, that is, it is organized on the basis of the results of psychological diagnostics conducted in order to clarify the purpose of the activity.

The Main Tasks of Correctional Work:

- Helping the student to solve problems in the educational process;
- Change of the student's attitude towards the surrounding social environment and himself;
- Formation of social adaptive skills in students to overcome difficulties
- Help in solving student problems; (1,4,5,8)

Psychocorrective programs with students are subject to the following requirements (8):

1. Direction of correctional work to a specific goal
2. Setting specific tasks that clarify the purpose of correctional works
3. Clarification of methods and methods of correctional works
- 4 Availability of necessary materials and equipment
6. Determination of the duration of corrective works.
7. Specifying the time of correction days (for example, every day. 1 or 2 times a week, etc.)
8. Determination of the duration of each corrective exercise (from 10-15 minutes to 1.5-2 in the first exercises of the program).
9. Development of a general scenario of the corrective program and a separate scenario of each exercise
10. Ensuring the participation of other persons in the implementation of the correctional program if necessary (medical workers, social service workers, parents, etc.)
11. Providing feedback on the implementation of the program
12. Making changes in necessary situations during the correctional program.
13. Evaluation of the effectiveness of the program

Results:

After the completion of the correctional program, repeated psychodiagnostics were conducted, which allowed to determine the changes in the mental, physical, moral, and emotional volitional areas of the student. Based on the results of repeated psychodiagnostics, future correctional work was planned based on the effectiveness of the correctional program.

STRUCTURE AND CONTENT OF THE CORRECTION PROGRAM.

- organizational (diagnostic) stage - obtaining information and understanding by students.
- activity block consists of several stages:
- communicative - development of communication skills;
- formative - building a new type of relationship with oneself and others;
- Note
- mastering new positive communication experiences and getting rid of negative response methods.

Analytical stage - final, performance analysis, program correction. The program is designed taking into account the age characteristics of the student and is built in the form of training sessions based on interpersonal communication exercises that solve problems:

- removal of emotional stress;
- prevention of aggression and intolerance;
- establishing and maintaining relationships in the group;
- maintaining a stable good mood in intergroup communication;
- to develop a sense of discovery and confidence, self-esteem and the ability to respect the dignity of others;
- forming a positive attitude towards one's people;
- growth of self-esteem;
- development of communication skills that make up social relations;
- education of intercultural understanding and tolerance in interethnic relations.

The program is designed for 24 training sessions, each of which consists of 2 academic hours. Training sessions are held 3 times a week with groups of 8-12 students. The program is developed on a modular basis. Each module has goals and objectives. The program provides a detailed description of exercises, games, tasks, role-playing games, and diagnostic techniques

Material and technical equipment for conducting training sessions:

- multimedia equipment;
- music center;
- art materials: paper, paints, crayons, pencils, colored paper, cardboard, glue, etc.

After the discussion, the trainer made a final conclusion and drew the students' attention to the importance of selfless, altruistic actions in human life. The trainer suggested to end the training by discussing the question

Answers were highlighted separately on flipchat and shared training impressions as feedback.

They expressed their opinions and comments on the results of the training process

CONCLUSION

Based on the results of psychodiagnostics conducted in the course of our research, it was determined that the value directions of students are primarily focused on hedonistic, material and family values, and the status of spiritual, moral and aesthetic values, respectively, is low. Implementation of the correctional program based on primary psychodiagnostic results allows students to develop respect and self-respect, overcome internal anxiety, support each other, build confidence in the future, and develop positive emotional states.

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