

AXIOLOGICAL POSSIBILITIES OF PEDAGOGICAL AND PSYCHOLOGICAL SCIENCES IN DEVELOPING BASIC SPIRITUAL COMPETENCE IN FUTURE EDUCATORS

Norboyeva Sarvinoz

Doctoral student of Termiz State University

Abstract

In this article, the ways of using the axiological possibilities of pedagogical-psychological sciences in the development of basic spiritual competencies in future pedagogues have been theoretically analyzed.

Keywords: education, spirituality, value, axiology, universal, national, social standards, personal development, etc.

In the present era, when globalization processes are expanding and deepening, the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, in his speech at the 72nd session of the United Nations General Assembly on September 19, 2017, said that more than 2 billion representatives of the young generation around the world have an important place in the development of humanity and that the youth factor the opinion that it requires special attention is extremely important[7]. The President's conclusion at this conference was that "the future of our planet, the well-being of our children depends on how our children grow up to be human beings. In this regard, the most important task is to form and educate the minds of people, first of all, young people on the basis of enlightenment" [3]. It is not for nothing that he attracted the attention of representatives of all UN member countries.

In recent years, great attention has been paid to the improvement of the legal basis of the educational system, including the organization of educational processes in higher education institutions. In particular, in the new version of the[8] Law of the Republic of Uzbekistan "On Education" as the main principles of the state policy in the field of education, non-discrimination in the field of education, education of equal opportunities for education importance, inculcation of national and universal human values in education and upbringing , humanitarian and democratic features of education and upbringing [1] are defined.

Also, the Resolution of the President of the Republic of Uzbekistan No. PQ-3907 of August 14, 2018 "Measures to bring up the moral, moral and physical maturity of young people and raise the quality of their education system to a new level" We see that in the Decision on " Increasing the dignity and prestige of pedagogic employees, strengthening their material, moral and social protection" [2], we see that the issues of organizing systematic work aimed at clarifying the essence of today's reforms are specially recognized.

On finding a positive solution to this problem, the following: S. Nishonova, N. Norkulova, Sh. Olimov, D. Ro'zieva, Z. Salieva, S. Sanaeva, Sh. Taylakova, Sh. Taylanova, V. Baydenko, A. Belyaeva, S. Zilberman, V. Ignatova's research on spiritual and moral education of future teachers, development of the virtue of enlightenment in students[9], formation of pedagogical culture in future teachers in the process of teaching pedagogical subjects, spiritual and ensuring the stability of the moral environment, holistic development of the personality of the future teacher on the example of the[10] "Pedagogy" course, training moral qualities in university students based on the national spiritual heritage, preparing future pedagogues for educational activities based on the competency approach His research is correct[47].

Research methodology. In order to solve the tasks specified in the regulatory legal documents at a certain level and to justify the relevance of the issue, in connection with the topic, this article first focuses on the essence of the concepts of[46]"axiology", "value" and "value system", and then, axiological possibilities of pedagogical and psychological sciences were highlighted.

Axiology is a science of values, which studies the ways of forming a valuable attitude to the world and to man.

In the science of pedagogy, there is a separate field of science that studies the educational possibilities of values - pedagogical axiology, and in recent years special scientific research has been conducted in this direction[45].

" Values - a complex of people, relationships, situations, material things, and spiritual wealth that are important to people in the society, respect, prestige, prestige" is defined as "Spirituality: an explanatory dictionary of basic concepts" defines "Value as a component of human and social spirituality, a concept used to express the value of world events, events, processes, situations, qualities, demands and procedures"[5].

In the encyclopedia "Education" it is defined as "Value is a concept used to show the universal, social-ethical, cultural-spiritual significance of certain events in reality[43]."

Scientist BXXodzhaev, who started writing a textbook on pedagogical axiology in our republic, clarified the following specific aspects of the concept of value from a pedagogical point of view[44]:

"The origin of the concept of value shows that it combines three main features: describing the practical and emotional attitude of a person to the evaluation of things and events; description of moral categories that determine the psychological description of a person; describe social phenomena characterizing relationships between people[42]. The development of the concept of "value" conditionally allows distinguishing different forms of values (economic, psychological, moral, aesthetic, knowledge-related, social), understanding human nature, the

mechanisms of his pursuit of knowledge, and determining the driving forces of cognitive activity[41].

The analysis of philosophical and pedagogical-psychological literature showed that there are different approaches to the interpretation of the concept of[40] "value". From a philosophical point of view, value is perceived as a widely popular subjective image or imagination that is evaluated by a person; in the sociological approach, value is interpreted in a strong connection with the social norms that make up human life activity, his behavior; psychology[39] expresses this concept in connection with interests and needs of a person. In pedagogy, the concept of value reflects a person's personal attitude to the world, which is based on his or her individual life experience and knowledge about the world, aimed at the harmonious development in all aspects[38].

The analysis of national and foreign experience has shown that the issue of "value system" is clarified more clearly from a philosophical point of view[37]. Philosopher and scientist K. Nazarov noted that in a certain period of society's development, its social structure becomes proportional, and relatively stable and mutually proportional general systems of values correspond to this period[36]. Since this stability and balance is characteristic of the relationship between value systems, it is possible to separate the value systems of one era from the value systems of other eras, to study the differences and differences between them [6].

Sh. Taylanova in her research work entitled "Formation of the value system in students of the higher educational institution of pedagogy (in the example of the subject of "History of Pedagogy)"[35] "Views arising as a result of the conscious attitude to the reality reflected in the nature, society and culture of the system of values formed over the centuries is a sum", he emphasized. The concept of "set of views" in this definition may be correctly defined in connection with the teaching of "History of Pedagogy", but it is true that the value system expresses a set of value forms[34].

At the modern stage of the development of pedagogical education, one of the most important and wide-scale directions of the social sphere is to focus on the person of the learner, to recognize a person as the highest value in society[33]. The idea of humanization of education is the result of wide application of axiological approach in pedagogy[32].

The above-mentioned categorical apparatus of general axiology allows us to focus on pedagogical axiology, which serves to clarify the uniqueness of pedagogical activity, its social role and opportunities for personal development[11-29]. As noted by BXXodzhaev, pedagogical axiology as a science of educational values (their nature and relevance) performs the following functions:

related to the content (as it combines the content and organizational aspects of education, it stimulates intellectual initiative) - thought process, actualization of the object, identification

of specific arguments and proofs, critical observation of information, understanding of its meaning, personal growth of thought[31];
evaluator - reflects the development of an adequate assessment of existence and spiritual phenomena in the participants of the pedagogical process[30];
orientation function - related to the possibilities of determining important rules of personal, professional description based on certain parameters of the "hierarchy of values";
normative (normative) - the components of the axiosphere of the pedagogue and educator, "legitimize" the system of their mutual relations, reflecting the value style;
management - system subjects in the flow of national and universal values with a humanitarian content, direct the development of the education system, create mutually necessary action in the field of education; control - the development of value in the cultural-historical context, allows to form an orientation to value in a person[15].

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