

PEDAGOGUE AND VALUE SYSTEM

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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.

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 phenomena in reality. Values are formed and developed in the process of human activity. It has a social character, it is a set of things and phenomena that benefit man and serve his needs. Natural and social phenomena that do not suit man and his interests cannot be valued. For example, everything in nature becomes valuable only when it serves human needs.

As conditions in social life change and the demands of society and the individual develop, pedagogical values also change. This is also reflected in changes and reforms in education. For example, while in a certain era there was a shift from the passive transmission of knowledge to the explanation and then the development of problems, in the current period of reforms, as a result of democratic changes, non-traditional forms and methods of education are developing and advanced technologies are being introduced.

The subjective perception of pedagogical values and their integration into the educational process are determined by the skill of the teacher and the level of his professional activity.

In pedagogy, national and universal values are the basis of the idea of humanizing the educational process and have great philosophical, anthropological and socio-political significance. Its solution is the strategy of a social movement that can contribute to the development of man and civilization, that is, to its progress. This is the educational system that will give man the necessary strength and power in the future, and restore his socially significant worldview and moral interests. However, to date, the description of social pedagogical values has not been carried out. However, there are attempts to identify professional pedagogical values, for example, the content of pedagogical activity and the possibilities of personal self-development taken into account in pedagogical activity, the social significance of pedagogical work and its humanitarian nature, and others. However, pedagogical values differ from each other in their degree of existence. It is these differences that allow us to classify values.

National and universal values "I" as a system of value orientations consists not only of cognitive, but also of emotional-volitional components that have a functional orientation. It is instilled with

pedagogical values, which are the basis of the individual system, as well as socio-pedagogical and professional-group values.

This system is represented by V.A. Slastenin as follows:

values associated with the decision-making of a person in the social and professional environment (social significance of the pedagogical work, prestige of pedagogical activity, recognition of the teaching profession by others);

values that satisfy communication needs and expand its scope (communication with children, colleagues, exchange of national and universal values);

values that are aimed at developing creative individuality in oneself (the opportunity to develop professional and creative abilities, familiarization with world culture, engagement in a favorite occupation, self-improvement);

values that allow for self-discovery (the creative, variable nature of pedagogical skills, the romantic and interesting nature of the teaching profession, the opportunity to support socially disadvantaged children);

values that allow for the satisfaction of pragmatic needs (the opportunity to receive guaranteed public service, salary and vacation time).

Among the established pedagogical values, the following values, which differ in content, can be distinguished: values that serve a sufficient degree of self-service, that is, values that are aimed at a goal, are the creative nature of the pedagogical work, its authority, social significance, responsibility before the state, the ability to make decisions, love for children and indicates dependence; purposeful values perform a priority task in the system of other pedagogical values. These values interrelate in the teacher's mind to the concepts of "child personality" and "I am a professional". Objective values reflect the state educational policy and the level of development of pedagogy and are widely used as a factor of pedagogical activity and influence other values. They form the basis of vocational education and are developed as a result of the development of psychological theory and its methodology, as well as advanced psychological technologies.

LIST OF USED LITERATURE

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