

THE IMPORTANCE OF AXIOLOGICAL APPROACH IN PREPARING STUDENTS FOR FAMILY LIFE

Alikulova Mukhayo Sherovna

Researcher of Shahrizabz State Pedagogical Institute

muxayyoalikulova@mail.com

Abstract

The article talks about the use of psychological and pedagogical technologies that allow students to form comprehensive knowledge about the family based on the axiological approach, and because of this, the possibility of acquiring knowledge and skills about the family. It is scientifically based that it allows the student to succeed in life and be socially active in society.

Keywords: Pedagogy, student, family, technology, value, axiological approach, competence, knowledge, skills, family relations.

Introduction

In the conditions of modern globalization, preparing the young generation for family life and forming a strong spiritual and moral foundation in them remains one of the urgent issues of pedagogy. Especially, the development of students-young people's views on the family based on an axiological (value) approach serves not only to enrich their theoretical knowledge, but also to make them perceive the family as a sacred place.

Based on the axiological approach, the process of forming students' collective knowledge about the family should be systematic, based on the principle of teaching from simple to complex. This serves to enrich students' existing knowledge in this regard and create conditions for self-development.

It is known that spiritual-ethical and spiritual purity are the main criteria that determine the level of knowledge of a person. In interpersonal relationships, lawlessness, rudeness, rudeness, illiteracy, arrogance, avarice, miserliness, avarice, lies, betrayal, enmity, gossip, vanity and envy are unforgivable universal vices, which can be described in one word as spiritual and moral impurity. Based on the axiological approach, expanding students' knowledge about the family increases their self-knowledge and self-confidence. It helps you to feel responsible for your conscience, family and community at any time.

In higher education, it is impossible to limit the student's activity to the level of mastery in the educational process, the formation of leadership qualities. It is also important to achieve that the student will be able to direct the acquired knowledge, activity, diligence, diligence and humanitarianism to family life. Only then will he have the "status of true humanity" as mentioned by Imam Ghazali.

In our opinion, people with the status of students organize their educational trajectories based on their thinking, reasoning, knowledge in their field, responsibility and other qualities that define the value of humanity, which, together with special knowledge, defines the value of humanity. Spiritual and moral basis, consistency, coherence and harmony - all this is given. Secondly, as an educator, he will have the ability to use his human qualities in family practice. develops the ability to evaluate personal values.

Based on the axiological approach, the following requirements are set for the pedagogical process in the formation of collective knowledge of the family among young people:

- to inculcate family values in students along with general family knowledge during the educational process;
- to develop the skills of young people to enter into a valuable relationship with individuals during the educational process;
- helping the student to deeply feel the connection between family and social values:
- encouraging the student's creativity, explaining through problem situations that success in professional activity directly depends on family relationships.

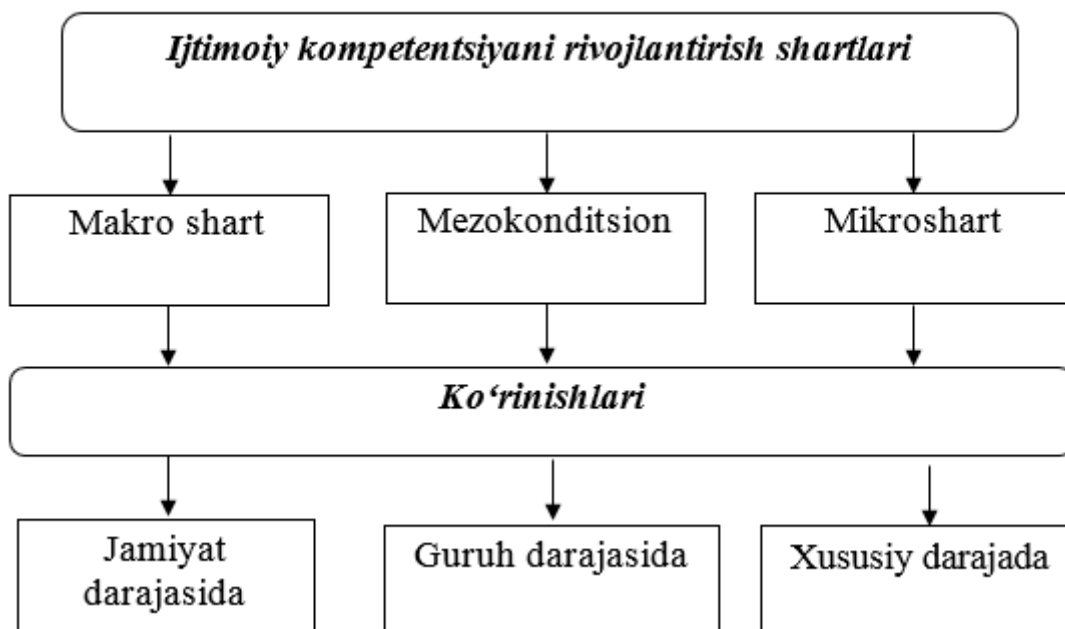
“Consciousness reflects a high value in itself. The concept of “consciousness” is translated from the Latin “conscire” – “to know”, “to be aware”. Unlike the unconscious and subconscious, consciousness is used to understand the place of the soul in itself.” [7: 83-90].

In the axiological approach, it is important to determine what students are striving for and what they need to achieve. The goal is achieved through a system of specific tasks. Goals and objectives are related to each other, they work together. Based on this approach, specific axiological conditions are taken into account when organizing the educational process.

Axiological conditions are divided into the following groups: objective, objective-subjective, subjective.

For axiological conditions that form any competence and have an objective (external) character, it is a variable reality that is nothing but a variable situation related to any process. In this case, it is appropriate to analyze several conditions of the indicated cases (picture 2.1.3).

Ijtimoiy kompetentsiyani rivojlantirish shartlari



Picture 2.1.3.

There are interdependent forms of axiological conditions.

a) macro condition – “socio-political, economic, legal, spiritual, religious condition, a condition factor of the level of the psychology of society, as well as the immediate social macro environment;

b) meso-conditional is a condition similar to the macro condition within certain small societies, which is the carrier of axiological competence;

c) micro condition - the potential of the subject with a personal characteristic” [8: 29].

In our opinion, the proposed axiological conditions mean that a person who is the subject of a certain activity always objectively engages in social activity and psychologically reflects moral relations and communication at the level of society, family and self-awareness.

The fact that the potential of students about the family lags behind the modern demands of society is mainly due to the fact that the representatives of the older generation do not have the values of self-improvement and self-awareness. In this regard, in order to increase the level of psychological and pedagogical potential of students, it is necessary to create sufficient conditions for students to be aware of their values, to study their inner world.

According to A.A. Derkach, “self-improvement is a fair assessment of oneself through self-regulation and self-discipline, and the quick elimination of existing problems and shortcomings in the process of communication that have a negative effect on the result of activity through an axiological approach serves to ensure the dynamism of the development of the integrated system of activity” [10: 80].

From the analysis of the literature, it is known that some students do not understand the strengths and weaknesses of their personality when enriching their knowledge about the family. Because of this, they cannot use their potential for the formation of this knowledge and skills. In this process, students should take into account their psychological characteristics and the ability to communicate with others. Because it is impossible to acquire professional qualifications in the field without knowing such individual characteristics. The ability of students to work independently helps them to develop personal qualities and develop professional qualities. And this develops productivity in social relations, the ability to achieve optimal results by spending less energy in communication, and the ability to distribute the important forces of a person.

Organizational axiological conditions include the creation of a psychological-pedagogical environment that includes an organizational-methodical base, features of the organization of the educational process, etc.

These conditions create a foundation for the development of students not only professional and personal qualities, but also psychological and pedagogical potential. In the educational process, it is necessary to develop a “special program” that allows to establish a valuable relationship with the student's personality, to use it in life situations, and to demonstrate the abilities of students.

In order to improve the system of family relations, E.A. Grischuk singled out valued cooperation as one of the main principles in his research. Grischuk notes that: “...cooperation as a type of interaction implies the mediation of interpersonal relations between parents and children with the common goals and tasks of joint activity, its organization and high moral values” [9: 68].

E. A. Grischuk said that the following axiological condition should be taken into account in order for students and young people to learn to cooperate and apply this principle in practice:

- ❖ systematic inclusion of parents in forms of collective education that allow to organize cooperation, communication, mutual support, contribute to mutual education;
- ❖ formation of a direction of socially significant values, motivational preparation for self-education, achievement of formation of cognitive activity and creative thinking.

Based on the axiological approach, the formation of students' comprehensive knowledge about the family is the use of psychological and pedagogical technologies that enable education. Due to this, the opportunity to acquire knowledge and skills about the family is developing. This allows the student to succeed in life and be socially active in society.

Axiological conditions of a technological nature include diagnosis, assessment and providing students with individual dynamics of development in a valuable direction.

The next axiological condition considered from the point of view of research is the existence of an innovative-predictive system of knowledge, skills and competencies based on a generalized method of forming values. These conditions are based on teaching students to use practical thinking methods. They should also be able to use in real life in solving

educational problems that arise in the educational process, pedagogical practice and activities. The use of different approaches in the pedagogical setting is evaluated according to the level of knowledge of the students. Knowledge is the result of knowing the truth, which is reflected in the human mind in the form of various ideas, concepts, judgments, theories, laws, laws, etc.

In short, as a result of this pedagogical process, the student understands the family not just as a social institution, but as a high moral value, which is a guarantee of building strong families in the future. A systematic axiological approach serves to form a student as a morally mature person who can make the right decisions in complex situations of family life.

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