



**Features of the formation of value orientations in a small school age**

**Mohidil Isaxanova**

KSPI teacher

**Annotation:** The value system forms the basis of a person's relationship to the world around him, to other people, to himself. Values that are the content of orientation serve as the basis of the worldview and the core of the field of motivational need. The formation of a value system begins at an early age and is directly related to the individual's personal and life self-determination.

**Key words:** person, junior school age, consciousness, value, self-assessment, social phenomenon, adaptive, moral ideal, moral activity.

The system of value orientations is the most important characteristic of a person and the basis of his formation. The level of development of value orientations, the features of their formation make it possible to assess the level of development of the individual, the integrity and stability of which" acts as the stability of his value orientations." The identification of the ways of its formation, including the approval of the active social method, depends on the disclosure of the features of the development process and on the specific qualities of the influence of the value orientations that make up the meaningful part of the personality traits. Therefore, in subsequent years, the conditions and laws of the development of the value orientation of children of different ages are studied. Significant changes have occurred in the structure of the values of younger schoolchildren. The values of their success and brightness gained the greatest weight.

As noted by psychologists and teachers, the formation of value orientations in schoolchildren, which determine the content and essence of personality activity and activity, criteria for assessment and self-assessment, begins in adolescence. At a small school age, personal values are isolated, their emotional development is carried out, which is strengthened in practical activity and gradually finds the right motivational expression. In senior school age, the main psychological characteristics of the personality are stabilized. At the same time, a diverse systematized, generalized character of social phenomena acquires and manifests itself in the minds of a high school student in the form of concepts and values. It is during this period that value orientations have a significant impact on the formation of socially valuable relationships among upper-class students, their choice of socially significant types of activities after school, the formation of moral activity. That is why the pedagogically organized processes of the formation of moral activity and value orientations of an individual should be considered in connection with each other among themselves.

Value orientations perform a number of tasks. Researcher E.V.Sokolov distinguishes the following most important tasks of the value direction: expressive, contributing to self-affirmation and self-expression of the individual. A person tries to convey the values \ u200b \ u200bof acceptance to others, to achieve recognition, success; adaptive, representing the ability of an individual to satisfy his basic needs through the methods and values \ u200b \ u200bthat this society possesses; personal protection-value orientations act only as specific "filters" that allow transferring information that does not require significant restructuring of the personality system; cognitive, focused on objects and searching for information necessary to maintain the inner integrity of the individual; coordination of



internal spiritual life, harmonization of psychic processes, their coordination depending on time and conditions of activity.

Thus, in values, on the one hand, the moral significance of social phenomena is systematized, codified, and on the other hand, it determines the guidelines of behavior that determine its direction and serve as the final basis for moral assessment.

Awareness of the need to implement a certain system of values in one's own behavior and thereby realize oneself as a subject of the historical process, the creator of "correct" moral relations, becomes a source of self-esteem, dignity and moral activity. Relying on the established value orientations, self-regulation of activity is carried out, which consists in the ability to consciously solve the tasks facing a person, freely choose decisions, confirm certain social and spiritual values. The peculiarity of the system of moral values is that it reflects not only the current state of society, but also its past and desired future of the state. Target values, ideals are projected into this hierarchy, as a result of which it is corrected. Under the influence of specific historical conditions, the system, the hierarchy of values are rebuilt.

Changes in the value system and this is, first of all, a change in the direction of leading, fundamental value, which determines the normative accuracy of values and worldview ideas, such as the meaning of life, the purpose of Man, the moral ideal. The social need for a new system of values arises when the previous direction of higher value does not meet the requirements of changed historical reality, does not fulfill specific functions, values do not turn into people's beliefs. In the moral choice of the latter, they are less and less attracted, that is, there is an alienation of individuals from these moral values, a state of emptiness of values occurs, which causes spiritual cynicism, undermines the mutual understanding and integration of people.

The new leading value direction is an alternative to the previous one and can change not only the restructuring of the system of moral values, but also the strength of their motivational effect. Russian psychologist D.N.As Uznadze noted, the restructuring of the system of value orientations, the change in subordination between values testifies to deep changes in the semantic picture of the world around us, to the change in the semantic properties of its various elements.

Hence, value orientations, which play an important role in the formation of moral activity, provide for the choice of the general direction of the personality's behavior, socially significant goals, values, methods of regulating behavior, its forms and style.

Schoolchildren of younger age, in most cases, it will be complex for them to assess the action, determine its moral level, since it is not easy for them to independently distinguish the main motive without the help of an adult. Therefore, they usually evaluate an action not according to its intention committed, but according to its consequences. They often replace the more abstract motive with the more understandable one. Feedback from younger schoolchildren about the moral level of behavior, their assessment is in many ways the result of what they learned from the teacher, from other people, and not "passed" through their experience. They are also hindered by insufficient theoretical knowledge of moral norms and values.

Analyzing the moral experience of a small schoolboy, we see that it often has serious shortcomings, although not so great. Children are not always conscientious, hardworking, truthful, friendly, proud.



One of the central tasks of education is the formation of a person's humanitarian orientation in a growing personality. This means that in the motivational-demanded sphere of the individual, social motives, motives of socially useful activity should be steadily superior to egoistic ones. Regardless of what the child does and thinks about society, ideas about another person should enter the motive of his activity.

The formation of such a humane direction of personality goes through several stages. Thus, for younger schoolchildren, individual people act as carriers of social values and ideals - father, mother, teacher; for adolescents, they also include peers, and finally, an older student perceives ideals and values in a very generalized way, which may not be associated with certain carriers (people or microeconomic organizations). Accordingly, the education system should be built taking into account age characteristics.

Separately, I would like to dwell on the consideration of the issue of moral education, which can be a factor in the formation of the ideals of younger schoolchildren "moral education is one of the most important aspects of the multifaceted process of personality formation. The ability of the individual to develop moral values, develop moral qualities, focus on the ideal, live in accordance with the principles, norms and rules of morality, when beliefs and ideas should be embodied in real actions.

Thus, as a result of the regulation of the process, the obligatory systematic implementation of educational tasks, a younger student develops moral knowledge, moral relations. Educational activity is a leader in a small school age, provides for the assimilation of knowledge in a certain system, provides opportunities for students to master methods, techniques for solving various mental and moral problems. The role of the teacher in the upbringing and education of schoolchildren, their preparation for life, social work is a priority. The teacher is always an example of etiquette for students.

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