

Practical Aspects of Developing National Values in Students of Higher Education Institutions

Khabiba B. Nurbayeva Tashkentskiy mezhdunarodnyy universitet finansovogo menedzhmenta i tekhnologiy, kafedra pedagogiki i psikhologii dotsent (PhD)
E-mail: nurbaevahabiba@gmail.com
ORCID: 0009-0004-9397-6359

Abstract—This article discusses the development of national values of student youth, the widespread promotion of historical and cultural heritage, the determination of national pride and pride in students, the axiological attitude to ancestral heritage, the support of Student Initiative on the study of ancestral heritage, and the thought of self-assessment in students, self-awareness.

Keywords—New Uzbekistan, citizenship, personality, pedagogical and psychological characteristics, perfect person, traditions, education, great scientists, factors.

Introduction

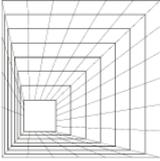
It directs the struggle to achieve modern social freedom, education of community, optimism, confidence in one's own strength and potential, bravery, courage, self-sacrifice and other necessary qualities. At the same time, he does not ignore the role of educational influence in the psychology of the individual, its role in the formation of personal needs. Spiritual maturity of a person and its important components - self-awareness, self-control, self-evaluation and other aspects are always filled with social content. A person can evaluate himself correctly only when comparing his evaluations with social "norms" and "requirements". A person's self-esteem is formed and improved as a result of education.

Literature Review

According to the research scientist M.S. Kagan, the activity of the subject is its primary and important characteristic. At the same time, he also emphasizes that this is not an aspect that fully describes him. Therefore, it is permissible to say that the conscious aspect of human activity, its free implementation, and for this reason it can never be predicted in advance. M.S. Kagan believes that what is ultimately important about the subject is its universality. The researcher states that "regardless of what module, appearance of the subject, this individual, social group, social system assimilates them, develops them, takes them from them, and this appearance module gives them its own ". Therefore, the specific characteristics of a person as a subject, such as activity, consciousness, etc., are manifested and reflected not only in social-psychological, spiritual-educational processes, but also in the independent education of his needs.

We can explain the methodological basis of our pedagogical-psychological training program based on the following principles of L.A. Petrovskaya [142];

- a) "here and now" - to discuss situations in the group at each specific moment, avoiding general and abstract situations;
- b) the telling of events by "I" - general observations, that is, using sentences such as "in our opinion", "I think so";
- d) emphasizing emotions - telling what one feels personally, without evaluating the actions of others;
- c) every member of the group can actively participate in mutual cooperation and take the initiative;



e) keeping emotions and situations in the process of sincere communication secret and not bringing them out.

Researcher K. Rudestam and M. Vachkov state that group training is effective in forming healthy behavior in individuals. Including:

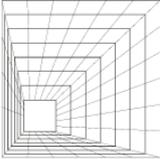
1. The group reflects the society in miniature, and therefore the system of relations in it motivates the formation of social skills related to national education.
2. In addition to mastering new skills, group participants learn different communication styles of their peers.
3. Participants can identify with others, they feel mutual support in the group.
4. Group experience teaches to solve interpersonal problems and to be friendly with others.
5. Group activity helps its participants to realize themselves, their value system, self-realization, management and to discover new aspects of themselves.
6. Group interaction helps its participants clarify and constructively solve psychological problems.
7. The possibility of working with several participants at the same time in the form of group activity determines its advantage over individual work style.

Methods

After conducting a correctional program, we will analyze whether or not there have been changes in the development of national values, behavior, and worldview of students. We also draw our attention to the analysis of the comparative results obtained through the initial M. Rokich's "Questionnaire of the directions of values".

TABLE I. ANALYSIS OF THE COMPARATIVE RESULTS OBTAINED THROUGH THE "QUESTIONNAIRE FOR THE STUDY OF PSYCHOLOGICAL FACTORS OF THE DEVELOPMENT OF NATIONAL VALUES IN STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS" (N=240)

Factors	Groups	Before training		After training		Differentiation	
		M ₁	S ₁	M ₂	S ₂	t	p
Perceptive	Experimental group (n=100)						
	Control group (n=140)	9,5	1,5	11,5	1,6	2,3	0,05
Reflection	Experimental group (n=100)	9,7	1,7	10,2	1,9	-1,4	0,14
	Control group (n=140)	8,3	1,4	10,4	1,1	-2,7	0,05
Family relationships	Experimental group (n=100)	8,8	1,3	9,3	1,3	-1,2	0,16
	Control group (n=140)	9,7	1,1	11,7	1,5	-2,1	0,05
Social relationships	Experimental group (n=100)	10,1	1,9	9,1	1,2	-1,6	0,13
	Control group (n=140)	7,9	1,4	9,3	1,7	-2,8	0,05



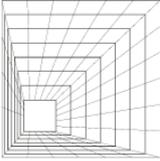
According to the analysis of the comparative results of the "Questionnaire for the Study of Psychological Factors of the Development of National Values in Students of Higher Education Institutions", "perceptive" (t-2.3; p<0.05), "reflection" (t-2.7; p<0.05), "family relations" (t-2.1; p<0.05) and "social relations" (t-2.8; p<0.05) significant differences in factors were observed.

Results

According to the analysis of these results, positive changes were noted in all factors after the psychocorrection program implemented in our experimental group. In our control group, the results remained almost unchanged. In particular, through the training program conducted in our experimental group, they can develop perceptive characteristics, increase the efficiency of success as well as raise national values, strive to understand that the information received from the external environment is perceived and understood, correct some moral deficiencies, and in family life stem from our values. through the further development of positive relations with parents, to reach spiritual maturity, to form the skills to engage in social relations, to work in a group and in a team we can see that they have realized that it is important to be able to express their opinion independently, to learn new information about professional activities, to learn unknown values. These positive features allow them to fully study their future professional activities, enter into social relations with others based on national values, and work together with representatives of other nationalities while respecting their national values. Next, we will observe the analysis of the results of the comparative-statistical view of the results obtained from the experimental group using the "Tolerance Index" questionnaire method. was (Table 2).

TABLE II. ANALYSIS OF THE COMPARATIVE RESULTS OF THE "TOLERANCE INDEX" QUESTIONNAIRE (G.U. SOLDATOVA, O.A. KRAVTSOVA, O.E. KHUKHLAYEV, L.A. SHAYGEROVA) (N=240) *p<0,05; **p<0,01; ***p<0,001;

Factors	Groups	Before training		After training		Differentiation	
		M ₁	S ₁	M ₂	S ₂	t	p
Ethnic tolerance	Groups	7,4	1,3	5,7	1,4	2,1	0,05
		7,1	1,4	6,8	0,8	1,1	0,17
Independence	Experimental group (n=100)	7,3	1,6	9,6	1,6	2,4	0,05
	Control group (n=140)	8,6	1,2	9,1	1,5	1,0	0,22
Social tolerance	Experimental group (n=100)	10,8	1,3	12,8	1,3	2,3	0,05
	Control group (n=140)	10,9	1,7	11,2	1,4	1,4	0,21
Tolerance as a personality trait	Experimental group (n=100)	10,9	1,7	8,1	1,4	-2,4	0,05
	Control group (n=140)	11,3	1,8	10,4	1,7	-2,4	0,09



According to the comparative results analysis of the "Tolerance index" questionnaire, "Ethnic tolerance" ($t=2.1$; $p<0.05$), "Social tolerance" ($t=2.2$; $p<0.05$) and "Tolerance as a personality trait" ($t=2.8$; $p<0.05$) significant differences were noted among the factors.

Positive results were recorded in our experimental group according to the initial "Ethnic tolerance" ($t=2.1$; $p<0.05$) factor of the methodology. In particular, significant differences in ethnic tolerance indicate that there are significant differences among students in the level of acceptance and respect for differences between ethnic groups. This means that students in our experimental group can better accept other ethnic groups and establish positive relationships with them. Also, some students may be less open to ethnic diversity, and this situation may lead to difficulties in their compromise in the social environment.

Discussion

Our experimental group recorded a positive result on the next "social tolerance" factor of the methodology ($t=2.2$; $p<0.05$). The identified differences in social tolerance indicate significant differences in the level of positive communication and relationship building among students from different social strata and groups. This proves that students can be more open to social diversity and establish effective social relationships with others.

Next, positive differences were also noted on the factor "Tolerance as a personality trait" ($t=2.8$; $p<0.05$). On the factor of tolerance as a personality trait, significant differences show that there are differences among students in how tolerance as a personality trait develops and manifests. This means that some students may better develop tolerance as a personality trait and be more positive towards others.

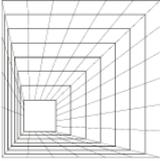
According to the analysis of these results, it was shown that there are significant differences among students in various aspects of tolerance. This indicates a specific level of development and experience in each of ethnic, social and personal tolerance. It allows to identify and analyze differences, develop necessary strategies to increase tolerance and ensure effective functioning of students in a social environment.

Conclusion

1. During the research, psychocorrective foundations of studying national values in students based on a systematic approach and practical aspects of its research were covered in this chapter.
2. Pedagogical-psychological factors were studied on the basis of students' national values, i.e., the characteristics of a person's orientation to the meaning of life, indicators of communication, aspects of readiness to fight.
3. According to the analysis of the comparative results of the "Tolerance index" questionnaire, significant differences were noted in the factors of "Ethnic tolerance", "Social tolerance" and "Tolerance as a personality trait".
4. According to the analysis of the obtained comparative results, we can see positive changes in the basic factors of behavioral motivation in the group after the experiment.
5. According to the analysis of the comparative results of our research, through the training program conducted in our experimental group, the development of perceptive characteristics, the improvement of success efficiency as well as the promotion of national values, the desire to understand that the information received from the external environment is perceived and understood, and some ethical shortcomings correction, it was argued that it is important to achieve spiritual maturity by further developing positive relationships with parents based on our values in family life.

As a result of the article, the following practical recommendations were developed:

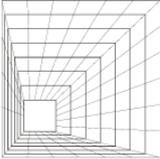
1. When working with students whose national values are not sufficiently developed, serious attention should be paid to the formation and development of healthy thinking, creative thinking and behavioral motivation.



2. It is necessary to take into account individual-typological characteristics in the development of national values in students.
3. It is necessary to pay attention to the inculcation of moral values in the development of characteristics such as "cooperation" and "perceptiveness" in students.
4. It is necessary to implement the necessary measures to prevent negative features in the process of mastering activities in the educational process of students.
5. It is necessary to organize educational activities aimed at developing national values for students in order to improve their self-awareness, manage their emotions, and organize social relations.

References

1. Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 "On the development strategy of New Uzbekistan for 2022-2026" <https://lex.uz/uz/docs/5793261>
2. Decree of the Resident of the Republic of Uzbekistan on preparation and celebration of the 915th anniversary of the birth of Abdulkhaliq Gijduvani and the 700th anniversary of the birth of Bahauddin Naqshband, No. F-4988, July 11, 2017.
3. Five priority areas of development of the Republic of Uzbekistan in 2017-2021. "Strategy of actions". www.Lex.uz.
4. President of the Republic of Uzbekistan Sh.M. Mirziyoyev's speech at the 72nd session of the UN General Assembly on September 19, 2017. National revival newspaper September 27, 2017. #40 (472).
5. Decree No. PF-5106 of July 7, 2017 "On improving the effectiveness of the state policy on youth and supporting the activities of the Youth Union of Uzbekistan"
6. Decree of the President of the Republic of Uzbekistan "On approval of the concept of the state policy of the Republic of Uzbekistan in the field of international relations", No. PF-5876 dated 11/15/2019.
7. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. www.press-service.uz
8. Ananev B.G. Chelovek kak predmet Poznaniya. - L.: LGU, 1969. - P.154-162.
9. Akhmedova Kh. Ideology and the problem of youth in a democratic society. // Social opinion, 2000, No. 1-2. -B.150-154.
10. Bueva L.P. Chelovek kak vysshaya tsennost i glavnoe bostogo obshchestva // Chelovek v sisteme nauk. - M., 1989. - S.493-502.
11. Baratov Sh.R. "Social and psychological foundations of the idea of independence" Res scientific-practical conference on the topic "Scientific foundations of the promotion of the idea of national independence". T.: 2002,-B.80-82.
12. Bubnova S.S. Methodology of diagnosis of individual structure of tsennostnyx orientatsiy lichnosti / Method of psychological diagnosis. Vyp. 2. Pod ed. A.N. Voronina. M., 1994. S. 144-157.
13. Girtz K. Ideology kak cultural system; Per. M.:, 2004, - S. (225-226).
14. Gainutdinov R.Z. Psikhologicheskie aspekty podgotovki uchiteley dlya uchebnyx zavedeniy novogo tipa// Psychological problems of increasing the effectiveness of education and upbringing in new type of secondary special educational institutions. T., 1998, -S.14-21.
15. Inoyatov A. The significance of Imam Bukhari's syrat in the work "Siyar a'lamun nubala" in the science of interpretation of "Sahihul Bukhari" // Lessons of Imam Bukhari. - Samarkand, 2021. - Special issue. - B. 133-145. (24.00.00; No. 13)
16. Ismailova Z.K. Ideological foundations of personality formation of future specialists // Vocational education. - Tashkent, 2007. - No. 3. - B.18.



17. Irina Gennadevna Kondrateva Social University, g. Voronezh, Russian Federation ... Series Humanitarnye nauki. Tambov, 2013. Vyp. 7
18. Jumaboy Rahimov. A symbol of bravery and courage.–Tashkent: Yoshlar mediarint, 2021, B.6-35.
19. Karakovskiy V.A. Obshchechelovecheskie tsennosti—osnoga tselostnogo uchebno-vospitatelnogo protsessa//Vospitanie shkolnikov. - 1993. - No. 3. -S 2.
20. Leontev D.A. The value of a multidisciplinary concept: an experimental multidimensional reconstruction // Voprosy filosofii. - M., 1996. - No. 4.
21. Madrakhimova F. "Globalization and mass culture", Chashma Print publishing house, T.: 2013, -B. 179-181
22. Mamajonov M. National traditions - a factor in the formation of a sense of patriotism in students // Lifelong education. - Tashkent, 2007. - No. 5. - P. 47-49.
23. Mamajonov M. The place and role of the legacy of the founder Amir Temur in the education of students' sense of national patriotism // Lifelong education. - Tashkent, 2007. - No. 6. - P. 14-22.
24. Mark Boguslavskiy Cultural values in international exchange: legal aspects: monograph (ed. "Norma", "INFRAM", M., 2012). K.V Gavrilovets,. Sushchnost i funktsii axiologicheskogo (tsennostnogo) podkhoda v nraivstvennom vospitanii/ K.V. Gavrilovets // Education 1 vykhavanne. – 2010. -- No. 11.—S. 37-43.
25. Mejdunarodnyy zurnal prikladnyx i fundamentalnyx issledovaniy. – 2016. – No. 1 (chast. 2) – S. 257-259.
26. Nazarov. Q. Axiology. (Philosophy of Quadrilaterals.) - T.:UzMU, 2005. -B.62.; Uzbekistan is on the way to democratization and renewal of society, modernization and reform of the country. -T.: Academy, 2005. -B. 589-598.
27. Nikandrov N.D. Dukhovnye cennosti i vospitanie v sovremennoy Rossii / // Pedagogical: Nauchno-teoreticheskiy zurnal: izdaetsya s July 1937 / Ed. A. Ya. Danilyuk. – 2008. – No. 9 2008. – pp. 3-12.
28. Nikandrov, Nikolai Dmitrievich Russia: tsennosti obshchestva na rubeje XXI veka [Text]/ N.D. Nikandrov. -M.: MIROS, 1997. -140, [1] p.: table. - Bibliogr.: 132-140 p.
29. Ochildiev A. "Globalization and ideological processes" "Editor" T.: 2009,-B.5-6.
30. Otamurodov S. Students' understanding of national identity. // Social thought. 2000, No. 1-2.-B.150-154
31. Anthology of Uzbek pedagogy. - T.: Teacher, 1995.-B.90-9

