

DEVELOPMENT OF VALUE ORIENTATIONS IN ADOLESCENCE Musayeva U.H. (Republic of Uzbekistan) Email: Musayeva545@scientifictext.ru

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Abstract: the article is devoted to the consideration of the issue of the formation of value orientations in adolescents. Value orientations tend to change throughout the life of a person. Age, individual-type changes, the accumulation of life experience, changes in the social environment determine the dynamics of the person's value orientations. The process of formation of value orientations is multidimensional, caused by many factors. The formation of the value system is influenced by various objective (external in relation to the individual) and subjective factors.

Keywords: value orientations, functions of value orientations, motivational sphere.

РАЗВИТИЕ ЦЕННОСТНЫХ ОРИЕНТАЦИЙ В ЮНОШЕСКОМ ВОЗРАСТЕ Мусаева У.Х. (Республика Узбекистан)

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Аннотация: статья посвящена рассмотрению вопроса по формированию ценностных ориентаций у подростков. Ценностные ориентации имеют тенденцию изменяться на протяжении жизни человека. Возрастные, индивидуально-типические изменения, накопление жизненного опыта, изменение социальной среды детерминируют динамику ценностных ориентаций личности. Процесс формирования ценностных ориентаций – многоплановый, обусловленный многими факторами. На формирование системы ценностей оказывают влияние различные объективные (внешние по отношению к личности) и субъективные факторы.

Ключевые слова: ценностные ориентации, функции ценностных ориентаций, мотивационная сфера.

The period of adolescence from 10-11 to 15-17 years coincide with the education of children in middle and high school classes. For a few years the guys grow up not only physically, but also mentally, morally, socially. In all these areas there are shifts in interests. At this time, everything is in motion: some features gradually disappear, new ones appear. This is the age of surprises and surprises, this is a new period of life, associated with profound changes in the body of a teenager. It is at this age that cardinal changes take place in the child's body on the way to biological maturity. Behind all this there are the processes of morphological * and physiological * reorganization of the organism [1]. It goes without saying that the child's sexual development is inseparable from the general development and occurs continuously, starting with the birth of the child, but in certain years it sharply accelerates, within a relatively short period, puberty begins. From the physiological point of view, the adolescent period is characterized by intensive growth, increased metabolism, and a sharp increase in the activity of endocrine glands.

For a teenage age for a long time the concepts "difficult age", "an age of transition" were fixed. Why difficult? Transitional to what? In the meantime, we note that it is the adolescent period, as a rule, which proves to be the most serious test of the correctness and effectiveness of the family education system; It is at this time that perestroika is being carried out in relation to the surrounding, there is not an illusory, like a junior schoolboy, but a real self-assessment (although often erroneous), criticality in assessing others sharply increases with a clearly insufficient self-criticism.

The formation of value orientations is a long and complex process that takes place under the influence of a direct social environment and general social conditions. In other words, value orientations represent a specific combination of social values that a person assimilates from the social consciousness of his epoch, the class of the people and the immediate environment.

The peculiarity of adolescence is that during this period, the value orientations of the individual are being intensively formed.

It is at this age that a child achieves a level of cognitive development that allows him to form his own values about reality.

In pedagogy, the problem of values and value orientations is dominant in many studies. It is not by chance that by now even a whole scientific direction has developed - pedagogical axiology, the main task of which is the transformation of knowledge into beliefs, their mediation by attitudes and value orientations. In pedagogy, such

values as socially significant are singled out as priorities. status achievements; associated with opportunities for self-development and self-affirmation.

Value orientations have a protective function. They are a kind of filter coming from outside information. They miss the information that the person's vital positions correspond to her system of values, and information that contradicts or even can destroy the value representations of the person, are processed or not perceived at all. Thanks to this "filter", some knowledge is perceived unhindered, others are distorted, and still others are not perceived at all.

The process of formation of value orientations is multidimensional, caused by many factors. The formation of the value system is influenced by various objective (external in relation to the individual) and subjective factors.

The social conditions of a teenager's personality that can be divided into macro- and microsocial, as well as its social characteristics of activity (for the adolescents, the main activities will be learning and communication) are among the objective factors influencing the formation of value orientations of the individual.

The category of subjective factors of the formation of value orientations is, first of all, the features of the motivation-demanding sphere and the personal characteristics of adolescents.

The formation of a system of values is impossible outside society, outside of people's communication. The system of personal values is formed in the process of socialization through internalization - appropriation of socio-political, moral, aesthetic ideals (products of social experience and culture), characteristic of these social communities. Its formation occurs as far as the assimilation of social experience in the process of education and training. The attitude to various life spheres is formed in the person thanks to the information that he receives in the process of training. Education, in turn, serves as a guiding force in the formation of interests, value orientations of the child, directs the development of needs, the motivational sphere.

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