

Pedagogical and Psychological Features of Shaping the Value-Based Attitude Experience in Students

Achilov O`Tkir Isomitdinovich

Senior Lecturer, Department of Memorization of Primary and Preschool Education, Samarkand State Pedagogical Institute

Hasanova Chekhroz Ulugbekovna

Educational Theory of the Finnish pedagogical Institute of Uzbekistan and methodology (preschool education) Master of Stage 1

Abstract. *The main task of a future educator is to develop value-based attitudes in students, as the foundation of pedagogical activity is the formation of the moral consciousness of the younger generation. This article analyzes the pedagogical and psychological features of shaping value-based attitudes in students. It emphasizes the importance of educators' understanding of these values and their ability to foster them through interpersonality-based pedagogical processes. The study highlights key aspects, including the educator's role in understanding students' emotions and behavior, and how these impact value formation. Further, the article discusses theoretical frameworks and practical strategies for effectively instilling these values.*

Key words: *Value-based attitudes, Pedagogy, Psychological features, Educator's role, Moral consciousness, Pedagogical process.*

1. Introduction

One of the main tasks of future educators is the development of value-based attitudes in students. Since the core of pedagogical activity is the shaping of the younger generation's moral consciousness, it is essential for educators to understand the pedagogical, psychological, and sociocultural foundations of forming these values. Researchers such as Q. Yo'ldoshev, S. Nishonova, and P.Ya. Gal'perin have emphasized that educational methods and perspectives not only stem from the specific requirements of societal life but are also deeply linked to the national traditions, political structure, and even the educator's personal traits. The understanding of values, such as respect for family, patriotism, and respect for elders, plays a crucial role in shaping these attitudes. Furthermore, an educator's role in developing value-based attitudes is pivotal, as it directly influences the social and moral development of students. In this context, value-based attitudes emerge first within familial relationships and later extend to the relationships between educators and students.

2. Methodology

To explore how value-based attitudes are developed in students, a qualitative approach is adopted, focusing on the analysis of existing pedagogical models, psychological theories, and contemporary educational practices. The study uses case studies from various educational institutions, particularly examining the methods and strategies employed by educators to instill moral values in students. Interviews with educators and psychologists, as well as classroom observations, were conducted to understand the practical application of these strategies. This method provides an in-depth view of

how value-based attitudes are cultivated in students and how educators contribute to this process through personalized interactions and pedagogical dialogue.

3. Results

The study reveals that effective value-based attitude formation occurs when educators adopt a holistic approach that integrates cognitive, behavioral, and affective dimensions. Cognitive approaches focus on the understanding and knowledge of values, while behavioral strategies emphasize the role of actions and habits in reinforcing these values. Affective approaches focus on the emotional connections that students develop towards these values, particularly through empathy and emotional engagement. Moreover, it was found that educators who exhibit strong value-based behavior themselves and who actively engage in dialogic pedagogical practices have more success in fostering similar values in their students. The role of family and cultural influences on value formation was also identified as critical. Value-based attitudes in students are most effectively shaped when these external influences align with the educator's efforts.

4. Discussion

The findings indicate that shaping value-based attitudes in students requires a multifaceted approach. First, educators must be equipped with a deep understanding of the values they wish to impart, as well as an awareness of their own personal values. This self-awareness enables educators to create an environment where students can experience and internalize these values. Moreover, interpersonal communication, including dialogue, debates, and cooperative learning activities, plays a crucial role in helping students understand and reflect on these values. The study suggests that value-based education should not be viewed in isolation but as part of a broader pedagogical framework that includes cultural, social, and emotional elements.

Additionally, while educators are central to this process, family and societal influences should not be underestimated. These external factors can significantly impact how students perceive and internalize values. In the context of Uzbekistan, it is important to integrate national traditions and cultural values into the educational process to ensure that value-based attitudes align with societal expectations.

Conclusion:

Shaping value-based attitudes in students is a critical aspect of pedagogical work that requires both theoretical understanding and practical application. Educators must not only impart knowledge but also serve as role models for the values they wish to cultivate in their students. The research highlights the importance of combining cognitive, behavioral, and affective strategies in the educational process. Furthermore, it stresses the significance of family and cultural influences in the development of these values. Future research should explore the long-term impact of value-based education on students' social and moral development.

REFERENCE

1. Dewey, J. (1938). *Experience and Education*. New York: Macmillan.
2. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
3. Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Harvard University Press.
4. Tkacheva, V. V. (1998). *Psixologik maslahat va tuzatish faoliyati [Psychological Counseling and Corrective Activities]*. Moskva: Psixologiya nashriyoti.
5. Nishonova, S. (2020). *O'quvchilar tarbiyasi va qadriyatlar ta'limi [Students' Upbringing and Values Education]*. Toshkent: Fan va Taraqqiyot nashriyoti.
6. Akramova, G. (2019). *Qadriyatlar ta'limida innovatsion metodlar [Innovative Methods in Values Education]*. Samarqand: SamDU nashriyoti.
7. Hargreaves, A. (2003). *Teaching in the Knowledge Society: Education in the Age of Insecurity*. Teachers College Press.
8. Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Prentice Hall.