
PEDAGOGICAL ASPECTS OF FORMING VALUES IN MIGRANT STUDENTS

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ABSTRACT

The article is devoted to the study of methods of harmonizing national and universal values in children from migrant families studying in general secondary schools. In the context of migration processes, it is important for the younger generation to preserve their own culture and values, while also adopting the values of the new society. The article analyzes the essence of national and universal values, their interdependence, and the tasks of general secondary schools in this regard.

KEYWORDS: Children from migrant families, national values, universal values, harmonization, general secondary schools, education, interactive methods, cultural events, cooperation with parents, cultural adaptation, migration.

INTRODUCTION

In the process of globalization, the phenomenon of migration is becoming increasingly widespread and is having an impact on the education systems of various countries. Since the number of children from migrant families in general secondary schools is increasing, it is important for them to preserve their own culture and values, while also adopting the values of the new society. In this regard, the development and implementation of methods for harmonizing national and universal values in children from migrant families in general secondary schools is one of the urgent tasks in the field of education. Effective methods for harmonizing national and universal values in children from migrant families are recommended, including the use of interactive methods in the educational process, the organization of cultural events, and cooperation with parents.

In our republic, opportunities are being created to form the content of education and national ideology, taking into account universal human values and our national culture. Within the framework of this process, folk oral art, pedagogy, as well as the ideas of thinkers and enlightened educators and scientists on upbringing and morality are being studied. In this regard, it is important to increase the effectiveness of education and develop it in accordance with world requirements. It is necessary to enrich education on the basis of advanced experiences, use innovative pedagogical methods, and introduce methods that meet modern requirements. Raising a harmonious generation based on the oral art, traditions and customs of our people, encouraging them to love and be proud of their nation, is carried out through the study of oriental ideas and teachings. At the same time, educational processes aimed at loving our nation and

respecting its values play an important role in shaping the future of the younger generation. Today, it is the need of the hour to educate young people as students who are not only knowledgeable but also creative and talented [1]. National education during school education helps to develop students' various abilities. This process also teaches students to understand the phenomena occurring in nature and society, and to interact with circumstances. The content and organization of national education based on universal human values include several important tasks:

1. The direction of education towards a specific goal;
2. Compliance with the principles of humanism in education;
3. The connection of education with life and work;
4. The importance of national, cultural and universal human values in education;
5. Taking into account the age, class and psychological and physiological characteristics of students.

For migrant students, all these tasks help them respect their culture and traditions, as well as adapt to a new society. In the process of education, learning national values, applying them in their lives and developing their creative abilities is an important step. It also serves as an important foundation for the future of students. The concept of value outside of and without a person does not exist. Values mainly arise from the relationship between a person and the world around him. In the process of history, man forms values through the things he creates in his creativity [2]. Events that occur in any society have a special significance, and each of them plays its own role. However, values include only those events that are related to social progress and have a positive significance. For migrant students, values are an important part of life.

The basis of pedagogical axiology is the values of human life, upbringing and education. The idea of creating conditions for students to maximize their potential in the educational process is associated with the desire to build a just and democratic society [4]. This idea helps migrant students find their place in a new society and learn about other cultures. The idea of a complete person, through the study of spiritual and cultural values, directs students to history, society and personal activity. This process helps migrants to preserve their culture, while at the same time adapting to the new environment. Pedagogical values consist of three interconnected subsystems: Pedagogical Actions: This system reflects the correct pedagogical actions aimed at solving the tasks of professional education and personal development through educational and upbringing technologies. These actions are very important for the successful education of migrant students in a new environment and for providing them with adaptation skills. Communicative Actions: This system includes communication technologies that allow them to carry out personal and professional tasks. Communicative actions play an important role in interacting with migrant students and allow them to freely express their thoughts and feelings in a new society. Integrative Actions: This system reflects the subjective essence of the teacher and combines all three subsystems of actions into a single axiological function. This system plays an important role in developing effective communication and learning processes between teachers and students.

For migrant students, the process of assimilating pedagogical values is important for learning new cultures and traditions, discovering their own potential, and achieving social integration. Value-relationships help the teacher to purposefully and adequately build the pedagogical process and its subjects, that is, relationships with students. Values are of particular importance in the teacher's relationship with students, and these relationships are characterized by a humanistic orientation. For migrant students, these value-relationships are important for developing mutual respect and understanding [5]. Their relationships in a new environment help to strengthen communication with the teacher, develop intercultural contacts, and stimulate creative activity. For teachers, it is very important to take into account the individual needs of students, respect their cultural identity, and create opportunities for learning in an integrated environment. Thus, values strengthen the process of social and emotional communication between teachers and students, and help in achieving common goals. Values-attributes reflect the important personal and professional characteristics of a teacher and include individual, personal, status-role, as well as professional-activity qualities. These qualities depend on the level of development of predictive, communicative, creative, empathetic, intellectual, reflective and interactive abilities. Knowledge-values are knowledge of psychological, pedagogical and other disciplines, the ability to choose and evaluate them based on the level of their understanding and the conceptual personal model of pedagogical activity [6]. The axiological wealth of the teacher plays an important role in the selection and development of new values, as well as in linking his actions with motives. This determines the effectiveness and appropriateness of the teacher's pedagogical actions. In achieving the goals of pedagogical activity, the teacher chooses his professional strategy, the content of which is aimed not only at developing himself, but also at developing others. This process helps the teacher to establish effective communication with students and reveal their own potential. In particular, for migrant students, such an approach allows them to adapt to the new environment and express their values. Also, value-goals reflect the state educational policy and the level of development of pedagogical science. This helps teachers to apply new pedagogical methods and innovations, and as a result, increases the quality of the educational process [7]. Value-tools are formed as a result of mastering theory, methodology and pedagogical technologies and form the basis of a teacher's professional education. These tools include personal, group and social pedagogical values. Personal and pedagogical values reflect the characteristics associated with the goals, motives, ideals and worldview of the teacher's personality. Together, they form a system of teacher value orientations, which, in turn, give rise to socio-psychological formations. The axiological "MEN" system includes not only cognitive components, but also emotional-volitional components as its internal controller. This system ensures the teacher's assimilation of socio-pedagogical and professional group values, which serve as the foundation for the individual-personal system of pedagogical values. For migrant students, this process is important in adapting to a new culture and traditions, as well as in developing their abilities and potential. By cultivating their pedagogical values, teachers can create a more sincere and trusting environment for students. This process helps to strengthen mutual respect and understanding between them, improve the quality of education and achieve success in a new environment. Socio-pedagogical values reflect

the nature and content of values that operate in various social systems and are reflected in the public consciousness. They are a set of ideas, norms, rules and traditions that regulate the activities of a society in the field of education. These values play an important role in shaping relationships between teachers and students. Socio-pedagogical values help to develop mutual respect, empathy and teamwork in the educational process [7]. They are also important in respecting the culture, traditions and values of students and strengthening mutual understanding. For migrant students, the acquisition of socio-pedagogical values allows them to adapt to living and working in a new environment. It is important for them to preserve their cultural heritage, but also to find their place in the new society and participate in social dialogue. The values that society adopts in the field of education change the educational process.

In conclusion, the subjective perception and assimilation of pedagogical values is determined by the richness of the teacher's personality and the direction of his professional activity. The teacher's personal values and experience play an important role in the application of new pedagogical approaches, in the further development of the educational process for students. If the teacher understands and acts on his values, this will also have a positive effect on students, increase their motivation and help them achieve success.

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