

Formation of Valuable Relationship Experience in Students as a Socio-Pedagogical Necessity

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Abstract: *The article discusses the socio-pedagogical necessity of forming a valuable relationship experience in students.*

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Today, one of the important tasks of the educational process in secondary schools is to form in students the ability to approach the person as a higher value. In this process, the teacher plays an important role in guiding students to acquire values. In this process, the phenomenon of the formation of a valuable relationship experience in students should be analyzed in the combination of knowledge of philosophy, sociology, psychology and pedagogy, as well as the basics of law. With the help of this knowledge, the essence of man as a value is revealed in different directions [1].

Discovering the essence of the concept of "value relationship" is in the spotlight of experts today. At this point, it is necessary to create a valuable relationship experience in the individual, to reveal the essence of the concept of valuing it as a value.

In the encyclopedia of pedagogy, the concept of "value" is explained as follows. "Value (Arabic - value, importance; valuables; wealth of the people) is a concept used to show the universal, socio-ethical, cultural, spiritual significance of certain events in reality. Everything that is important to man and humanity, such as freedom, peace, justice, enlightenment, truth, goodness, material and spiritual wealth, etc., is a value." [2]

"Relationship (Arabic - decency, conformity, permissibility) - 1. Communication between people. 2. The principle of approach, approach to reality, things in reality, events. 3. A philosophical concept that describes the nature of the location of the elements in a particular system and their interdependence" [3].

The issue of developing the ability to approach a person as a value is closely related to the problem of building social activity in students. The issue of orienting students to the acquisition of values has been extensively studied in the works of MS Kagan, IV Baburova, LP Bueva, EA Bushmileva, L.A. Churina.

N.V.Dulina, V.V.Tokarev, I.V.Vasilenko [4] and others studied the relationship and interdependence of goals and values in the educational process, as well as the issue of values in the educational process. Special attention should be paid to the place of spiritual values in the formation of a valuable relationship experience in students. The issue of spiritual values, their content, their importance in the formation of personality is highlighted in the work of D. Kasimova.

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In the current socio-spiritual environment, the importance of values, especially the human factor, is growing. Man is a priority among all values. It can be the basis for the emergence and existence of all other values.

The issue of approaching people as a value in students is reflected in the works of N.Kh. Kushvaktov, M.Kakhkharova, N.Eshchurkova, N.L.Khudyakova. From the above analysis, it is clear that the problem of forming a valuable relationship experience in students has not been the object of special dissertation research in pedagogy to date. The solution of this problem is especially important for the Republic of Uzbekistan, which seeks to build a civil society based on democratic principles.

This approach addresses the following issues: the need for responsible human activities, a sense of personal maturity, respect for others, and the fact that social conditions are not always conducive to educating people who value human beings; insufficiency of pedagogical means in the existing educational process in the formation of valuable attitude experience in students; the practice of pedagogical interpretation of existing processes is not sufficiently scientifically substantiated and there is no methodology for the formation of valuable relationship experiences in students.

The manifestation of individual needs as a coherent system is the basis for creating a systematic classification of values. In this systematic classification of values can be seen intertwined networks of different sets of values. For example, self-expression in communication, self-satisfaction of intellectual needs, work ethic, dress code, proper organization of interpersonal relationships, adherence to the rules of interethnic communication and solidarity, respect for individual rights. These indicators ensure that values interact with individual needs in a particular historical context. As a result of such integration, each individual, including students, develops skills to combat information threats.

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