

**LIFE VALUES OF PEDAGOGUES IN HIGHER MEDICAL EDUCATION
INSTITUTIONS AS A SOCIO-PSYCHOLOGICAL FACTOR IN EVALUATING
PEDAGOGICAL ACTIVITY**

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Abstract. The present study examines life values as a key socio-psychological determinant influencing the content and effectiveness of pedagogical activity among educators in higher medical education institutions. The research is grounded in the concept of life meaning as an integrative construct linking personal values and professional behavior. Using D.A. Leontiev's Life Meaning Orientation (LMO) methodology, the study analyzes empirical data obtained from 691 pedagogues representing eight medical universities in Uzbekistan. Nonparametric statistical methods, including the Kolmogorov–Smirnov test and Kruskal–Wallis H-test, were applied. The findings reveal statistically significant positive correlations between life-meaning orientations and academic status, professional experience, and internal locus of control. The results highlight life values as a fundamental socio-psychological resource shaping pedagogical effectiveness and professional self-realization in higher medical education.

Keywords: life values, life meaning orientation, medical pedagogy, professional development, socio-psychological factors

1. Introduction

Higher medical education pedagogues play a decisive role in shaping not only the professional competence but also the ethical worldview and value orientations of future physicians. Beyond transmitting specialized medical knowledge, they contribute to the formation of professional responsibility, moral sensitivity, and humanistic attitudes toward patients.

Life values significantly influence pedagogical goals, teaching methods, interpersonal interactions, and professional self-regulation. Despite growing international interest in the psychology of medical education, the life values of pedagogues in higher medical institutions remain insufficiently explored, particularly as an independent socio-psychological construct.

The present study aims to fill this gap by empirically investigating the life values of pedagogues in higher medical education institutions and determining their impact on pedagogical activity.

2. Methods

2.1 Participants

The study involved **691 pedagogues** from eight higher medical education institutions in Uzbekistan, including professors, associate professors, senior lecturers, and lecturers.

2.2 Instruments

The **Life Meaning Orientation (LMO)** questionnaire developed by **D.A. Leontiev**, based on Viktor Frankl's theory of meaning and logotherapy, was employed. The instrument consists of five subscales:

1. Goals in Life
2. Life Process (interest and emotional richness of life)
3. Life Results (satisfaction with self-realization)
4. Locus of Control – Self
5. Locus of Control – Life

2.3 Statistical Analysis

Normality of distribution was tested using the **Kolmogorov–Smirnov test**. Due to non-normal distribution ($p \leq 0.05$), nonparametric statistics were applied, including correlation analysis and the **Kruskal–Wallis H-test**.

3. Results

Table 1. Normality Test of Life Meaning Orientation Scales (Kolmogorov–Smirnov Test, N = 691)

Scale	Mean (\bar{X})	SD (σ)	Z	p
Goals in Life	30.03	8.43 ₀	0.13	0.000**
Life Process	26.32	6.46 ₀	0.12	0.000**
Life Results	23.87	6.93 ₁	0.13	0.000**
Locus of Control – Self	19.25	6.17 ₃	0.11	0.000**
Locus of Control – Life	48.40	13.3 ₄ 9	0.09	0.000**

Note: $p \leq 0.01$

Table 2. Correlations of Life Meaning Orientation Scales among Professors and Doctors of Science (N = 24)

Scales	Goals	Processes	Result	Self-Control	Life-Control
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Scales	Goals	Processes	Results	Self-Control	Life-Control
Goals in Life	1	0.731*	0.749*	0.753**	0.947**
Life Process		1	0.532*	0.565**	0.550**
Life Results			1	0.817**	0.862**
Locus of Control - Self				1	0.838**
Locus of Control - Life					1

Note: $p \leq 0.01$

Table 3. Correlations of Life Meaning Orientation Scales among PhD Holders and Associate Professors (N = 150)

Scales	Goals	Processes	Results	Self-Control	Life-Control
Goals in Life	1	0.494*	0.849*	0.821**	0.956**
Life Process		1	0.596*	0.575**	0.482**
Life Results			1	0.851**	0.917**
Locus of Control – Self				1	0.888**
Locus of Control – Life					1

Table 4. Correlations of Life Meaning Orientation Scales among Lecturers and Senior Lecturers (N = 517)

Scales	Goals	Processes	Results	Self-Control	Life-Control
Goals in Life	1	0.570*	0.859*	0.848**	0.961**

Scales	Goal s	Proces s	Result	Self- Control	Life- Control	
Life Process		1	*	0.675*	0.655**	0.584**
Life Results				1	0.861**	0.922**
Locus of Control – Self					1	0.907**
Locus of Control – Life						1

Note: $p \leq 0.01$

4. Discussion

The findings demonstrate that higher academic status is associated with stronger life-meaning orientations, greater internal locus of control, and higher satisfaction with professional and personal achievements. Life meaning orientation emerges as a dynamic psychological resource that develops alongside professional growth and social recognition.

5. Conclusion

Life values and life meaning orientation function as essential socio-psychological factors shaping pedagogical activity in higher medical education. The strengthening of these constructs enhances professional autonomy, strategic planning, and pedagogical effectiveness. The results underscore the importance of integrating value-based and meaning-centered approaches into the professional development of medical educators.

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