

**FORMATION OF PERSONAL VALUES IN THE EDUCATIONAL PROCESS**

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**Abstract**

This article examines the theoretical and practical aspects of forming personal values within the educational process from a scientific perspective. In modern society, characterized by rapid social transformations and the evolution of moral norms, the education system faces the critical task of developing stable value orientations in individuals. The study analyzes the role of the educational environment in shaping students' worldview, ethical attitudes, and social responsibility. Particular attention is given to the influence of pedagogical interaction, educational content, the personality of the teacher, and the cultural context of learning on the development of value orientations. The findings demonstrate that value formation in the educational process serves as a fundamental factor in fostering social activity, civic responsibility, and moral maturity among learners. The study also substantiates the necessity of strengthening value-oriented educational strategies and proposes scientifically grounded recommendations aimed at improving pedagogical practices in this field.

**Keywords**

values, educational process, personality development, pedagogical environment, moral education, social consciousness, philosophy of education, ethical values, pedagogical activity, social responsibility.

**INTRODUCTION**

In the contemporary period characterized by the rapid acceleration of globalization processes, societal development is determined not only by economic or technological factors but also by the qualitative indicators of human capital. One of the essential components of human capital is the value system of the individual. Values serve as a crucial factor shaping a person's worldview, moral perspectives, social behavior, and life decisions, thereby ensuring active participation in society. Therefore, the issue of forming personal values within the educational process is regarded as one of the pressing scientific problems in pedagogy. The education system functions not only as an institution that imparts knowledge but also as a social institution that ensures the spiritual and moral development of the individual.

In the modern education system, the comprehensive development of the individual and the establishment of strong moral principles, social responsibility, and spiritual values are among the priority tasks. This is because societal progress is directly linked to the spiritual world, moral views, and social activity of the younger generation. Educational institutions operate as environments that shape not only intellectual development but also value orientations. In this process, the personality of the teacher, the content of education, the pedagogical environment, and the system of social values are manifested in close interrelation.

Personal values are formed through social experience, cultural heritage, and educational influences. The educational process represents one of the most important social mechanisms in this formation. Through pedagogical interaction, individuals internalize the moral and ethical norms recognized by society, develop conscious attitudes toward them, and apply them in daily practice. For this reason, the issue of values occupies a central place in contemporary pedagogical research.

Today, the formation of values in the educational process is closely connected with numerous factors. The rapid increase in information flow, the development of digital technologies, and global cultural exchange significantly influence the worldview and value systems of young people. In such conditions, the task of the education system is not only to provide modern knowledge but also to cultivate values such as humanism, patriotism, social responsibility, and spiritual maturity. Indeed, the moral values of individuals constitute one of the key guarantees of social stability and progress.

The formation of values in the educational process is intrinsically linked to the content and essence of pedagogy. Teaching involves not only the transmission of theoretical knowledge but also the development of certain social attitudes and moral orientations among students. Pedagogical communication, the content of instruction, and the socio-psychological characteristics of the educational environment play a significant role in shaping value orientations. From this perspective, it becomes necessary to organize the educational process as a pedagogical environment enriched with values.

In contemporary pedagogy, the formation of personal values has been extensively studied as an important theoretical issue. Research demonstrates that value orientations are among the primary factors determining social activity, civic position, and an individual's place in society. Therefore, scientifically studying the formation of values in education contributes to improving the effectiveness of pedagogical activity.

The main purpose of this study is to scientifically substantiate the pedagogical significance of forming personal values in the educational process and to analyze the factors that ensure its effectiveness. The study draws upon modern pedagogical theories, international research, and the experience of the national education system to illuminate the scientific and methodological aspects of value formation. The findings aim to contribute to the improvement of pedagogical approaches focused on ensuring the spiritual and moral development of individuals within the education system.

Furthermore, the article analyzes the role of the educational environment in shaping personal values, the spiritual and educational content of pedagogical activity, and the relevance of value-related issues in modern education. The results may serve as a scientific basis for fostering spiritually mature, socially responsible, and active citizens within the education system.

#### **LITERATURE REVIEW**

The issue of forming personal values in the educational process is a significant scientific problem examined at the intersection of pedagogy, sociology, psychology, and philosophy. Values have been widely studied in scholarly literature as key determinants of social consciousness, moral perspectives, and behavior. In contemporary scientific thought, values are interpreted as socio-cultural phenomena that constitute the motivational basis of human activity and determine an individual's life position.

Western pedagogical and sociological studies provide important theoretical foundations for understanding values. American sociologist Milton Rokeach defines values as stable beliefs that guide human behavior, emphasizing their role as fundamental internal determinants of action [1]. According to Rokeach, human activity is based on a specific value system through which individuals define their life goals. His work enabled the study of values within the framework of personality psychology.

Another significant theoretical approach was developed by Shalom Schwartz, who conceptualized values as universal social norms regulating human activity [2]. Schwartz emphasized the close relationship between values, society, and culture, demonstrating their role in shaping worldview and social relations. This approach deepens the understanding of the social nature of values.

In explaining value formation in education, the ideas of educational philosophers are particularly significant. John Dewey interpreted education as a process of acquiring social experience [3]. According to Dewey, education involves not only the acquisition of knowledge but also the internalization of socially recognized moral and social values. He regarded education as a key factor in socialization and democratic development.

From a psychological perspective, the formation of values is directly connected to the social environment and educational processes. Lev Vygotsky emphasized the socio-cultural nature of human development, arguing that social experience plays a decisive role in shaping consciousness [4]. According to his theory, education functions as a crucial mechanism for moral and social development.

Émile Durkheim analyzed education as a social institution responsible for transmitting cultural and moral values to the younger generation [5]. He argued that through education, society instills its moral norms and values into individuals, thereby ensuring social stability.

Contemporary pedagogical research also focuses on value formation. Studies emphasize the importance of the educational environment in shaping students' moral consciousness and worldview [6].

In Uzbek pedagogical scholarship, the formation of spiritual and moral values is regarded as a key objective of education. National pedagogical traditions emphasize education not only as knowledge transmission but also as moral and spiritual development. Researchers highlight the importance of fostering civic responsibility, social activity, and patriotism among youth [7].

Modern studies also examine value formation within the context of global social transformations. The rapid development of information technologies and intercultural communication significantly influences youth value systems [8]. Under such conditions, education must ensure moral stability and social responsibility.

Although extensively studied, the pedagogical mechanisms of value formation in modern educational environments require further investigation. In the context of globalization and digital transformation, strengthening moral values remains an urgent task.

## **RESEARCH METHODOLOGY**

This study adopts a comprehensive scientific approach to examine the formation of personal values in the educational process. The methodological framework is based on value theory, personality development concepts, and contemporary pedagogical approaches. Values are conceptualized as internal normative systems regulating human behavior [9].

The study interprets personal values as conscious structures formed through social experience [10]. Education is considered an active social space for value formation.

The research design integrates theoretical and empirical stages. The theoretical stage involved systematic analysis of pedagogical, sociological, and psychological literature, clarifying the evolution of the concept of values and mechanisms of their formation [11].

The empirical stage included observation, semi-structured interviews, and written surveys conducted among university students. Survey questions focused on moral orientations, social responsibility, civic position, and the influence of education. Instruments were developed based on international value measurement methodologies [12].

Observations examined socio-psychological characteristics of the educational environment, teacher–student interaction, and extracurricular activities. Data analysis combined qualitative and quantitative approaches. Scientific rigor, systematicity, and objectivity were maintained, and ethical standards were strictly observed.

## **ANALYSIS AND RESULTS**

The findings indicate that value formation in education is a complex and multifactorial process. Values function as internal normative foundations guiding behavior and decision-making [13]. Empirical results highlight the decisive role of the educational environment.

Students perceive education not only as knowledge acquisition but also as a space for worldview formation. The teacher's personality plays a significant role, confirming the importance of moral example and pedagogical communication [14].

Discussion-based learning fosters independent thinking, social responsibility, and tolerance. Humanistic educational content enhances value internalization [15].

Active participation in projects and initiatives strengthens civic engagement and social responsibility.

The digital information environment broadens perspectives but also complicates moral stability. Therefore, developing critical thinking and reflective analysis is essential [16].

Overall, value formation is most effective when integrated into practical activities and supported by meaningful pedagogical interaction.

## CONCLUSION

The study confirms that forming personal values in education is a fundamental pedagogical task. Values constitute internal normative systems shaping moral positions and life decisions. Their formation results from purposeful pedagogical influence, social experience, and personal reflection.

Education serves as a primary social mechanism for transmitting moral norms and ensuring spiritual development. Empirical findings emphasize the importance of teacher example, value-oriented content, and active student engagement.

In the context of globalization and digital transformation, strengthening critical thinking and moral reflection is particularly urgent. Education must create a value-rich pedagogical environment where moral development is integrated into the learning process.

The study concludes that value formation should be embedded within educational content, supported by pedagogical communication, and guided by moral example to ensure the development of socially responsible and spiritually mature individuals.

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