



SOCIAL FACTORS IN THE FORMATION OF THE VALUE OF EDUCATION

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Abstract

This article analyzes the social factors of the process of forming educational values of Uzbek youth. It is shown that the spiritual environment in society, the family, educational institutions, the media, and the influence of modern information technologies play an important role in determining the worldview of young people. At the same time, the importance of harmonizing national and universal values, strengthening spiritual and moral education in the educational process, and introducing innovative approaches is highlighted. The formation of educational values of young people provides scientific justification for ensuring the spiritual development and sustainable development of society.

Keywords: Values, globalization, national heritage, spiritual development, youth, national idea, educational values, social factors, family, educational institution, information technologies, spiritual and moral education, national and universal values, innovative approach.

INTRODUCTION

Across the world, the task of properly organizing and directing young people's future activities remains a pressing issue for the development of countries and societies. In particular, it is essential to conduct scholarly research on achieving individual and social well-being through education, designing future plans, and cultivating appropriate education and upbringing. At the international level, broad initiatives are underway to ensure that education is recognized as a social value



and to address educational challenges through cooperation and exchange of experience.

In our country, deep reforms in the education system have been implemented rapidly in recent years, serving to increase its effectiveness. The head of state has emphasized that one of the main tasks of education is undoubtedly to nurture a new generation that has thoroughly mastered the foundations of science and its specialization [1]. These reforms create a reliable social guarantee for young people to meet the demands of contemporary science and to make a worthy contribution to national development. Therefore, it is of great practical importance to study the social factors shaping young people's value orientations toward education.

LITERATURE REVIEW AND METHODS

The role of education in human life has long been recognized: the works of Plato and Aristotle lay the foundations for a youth-oriented approach to education. In Western social thought, scholars such as É. Durkheim, M. Weber, T. Parsons, A. Touraine, A. de Tocqueville, R. Aron, P. Bourdieu, and J.-C. Passeron have subjected the capacities of education in social life, its functions as a value, and its influence on socio-cultural transformations to rigorous theoretical and empirical analysis [2–5]. I. Kant, by asserting that value manifests in consciousness as moral reality, provides a theoretical grounding for the education–value relation [6].

Within the CIS scholarly tradition, Ananyev, Anisimov, Arkhangelsky, Drobnitsky, Zdravomyslov, Kagan, Kon, Tugarinov, Yadov, and others paid particular attention to the problem of social values [7]. In the sociology of education, Afanasyev, Dryakhlov, Ezhov, Kinelev, Coombs, Kuzmin, Likhachyov, Mironov, Potashnik, Scharke, Yakunin, and others developed pragmatic and prognostic approaches to the system of youth educational values and to the status of education within the general hierarchy of values [8].

Methodological Approach

Alongside the literature review, empirical data were employed. Survey results were analyzed to assess indicators related to educational attitudes and career



choice (sources of advice, choice of educational mode, migration aspirations, etc.) using proportional distributions. Percentage shares (e.g., reliance on family—42.4%, personal interest—33.7%, etc.) were used to identify main trends. (*Note: in the final version, parameters such as sample size, time–place of the survey, instrument validity–reliability, and sampling procedure should be specified.*)

RESULTS

(1) The impact of mass media and the internet on socio-philosophical thinking was theoretically and methodologically synthesized as manifesting in evolutionary, transformational, and innovation-oriented modalities.

(2) To elevate education to the level of a daily consumption culture, it is necessary to institute continuous monitoring of children’s interests through collaboration between the educational institution and the family.

(3) Achieving a professional career depends not on a “diploma” per se, but on acquiring high-level knowledge and skills; the ideals of individual and social development are therefore competency-based—an inference supported empirically.

(4) Survey findings indicate that family occupies the leading position ($\approx 42.4\%$) among sources of advice for choosing a profession, followed by personal interest ($\approx 33.7\%$), teachers’ advice ($\approx 14.1\%$), and—at smaller shares—friends and relatives. This underscores the family’s role as a generator of values.

(5) Among the most salient needs of young people, “choosing my dream profession/continuing studies” ranks first ($\approx 64.9\%$); it is followed by choosing the type of education ($\approx 16.1\%$), job search ($\approx 10.0\%$), and improving living conditions/relocation ($\approx 9.0\%$). Thus, intrinsic motivation toward education comprises the largest share.

DISCUSSION

Within the rational choice framework, J.-M. Berthelot notes that parents’ decisions at the stage of secondary education are based on calculations of children’s abilities and expected opportunities [9]. In practice, this often appears as “sowing the seeds of vocational interest” during ages 5–11: parents become



carriers of information steering the child toward a field, organizing school/college visits, meetings with teachers, and observations of peer groups.

L. Bosetti's studies show that parental choice is conditioned by characteristics of social class and forms of social relations; information scarcity and dissonance can obstruct the child's choice. Therefore, continuous information exchange among reliable channels (school–family–community) is crucial [10].

In A. Giddens's systemic account, engagement in education rests on two pillars: (a) the family's long-standing "rational" decisions normalized over time; and (b) society's choice—event-based, short-term influences (peers, educators) [11]. Within the family, "educational dialogue"—discussing daily developments, fostering a cultural milieu, cultivating reading—nurtures observational–analytical thinking in youth and strengthens intrinsic motivation for learning. A model of such a milieu can also be found in national literature—for instance, in A. Qodiriy's childhood recollections of respect for scholars and literary–scientific gatherings.

In the developmental approach to vocational education, the master–apprentice tradition is central; enterprise-based practicums accelerate skill formation and may strengthen the desire to complete formal education earlier. In this process, the family's role in creating conditions and providing guidance remains decisive [12].

CONCLUSION

In organizing modern education in line with democratic principles, social institutions must operate as an interlinked system.

— The family—as the institution that initiates education—should mobilize its cultural and educational capacity to spark interest and motivation for learning in the child.

— A positive family attitude toward education fosters analytical thinking and shapes a sense of individual and social responsibility.

— Given that education reflects social relations, teacher–student interaction must be structured in constructive formats.

— Public communication that conveys the complexity and value of teachers' labor helps entrench social respect for the profession.



— To entrench education as a social value, regular meetings with high achievers, career days, and advisory sessions should be institutionalized.

— Experience exchange with professionals across fields within educational institutions increases sectoral interest and intrinsic motivation among youth.

— To strengthen family–school synergy, practices such as a regular “Parents’ Day” are recommended to harmonize approaches to learning and to cultivate a positive relational environment between institution and family.

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