



THE METHODOLOGY OF FORMING PEDAGOGICAL VALUES IN STUDENTS OF SPECIALIZED SCHOOLS IN UZBEK LANGUAGE AND LITERATURE LESSONS

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Abstract

This article discusses the methodology of forming pedagogical values in students of specialized schools in Uzbek language and literature lessons. It is argued that organizing methodological work based on pedagogical values in specialized schools fosters friendly relations and human qualities in students, leading to positive results and creating opportunities for their participation in large and small groups.

Keywords: Specialized school, pedagogical value, "reverse teaching" method, Uzbek language and literature lessons, value-based education, friendly relations, human qualities.

Introduction

The system of values is a very complex and multifaceted social phenomenon, encompassing various social relations, interactions, and processes. As philosopher Q. Nazarov emphasizes, the social structure of society is closely linked to its stage of development and depends on the stability of its value system. The interconnectedness of value systems allows for the differentiation and study of the differences and changes between various value systems that have existed in different eras [4].

The individual-personal system of value-based education in developing a student's personality includes the following:



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- Values related to self-awareness in society and the educational process (importance of acquiring knowledge and learning, the impact of knowledge, self-awareness, professional qualities, etc.);
 - Values that satisfy and expand the scope of communication needs (communication with peers, family members, teachers, and participation in the community);
 - Values aimed at developing the creative individuality of the personality (opportunities for developing talents, engaging with world culture, pursuing hobbies, continuous self-improvement, etc.);
 - Values that enable self-awareness in learning (the positive aspects of learning, learning based on interests).

Education in various cultures plays a significant role in shaping personality. Eastern cultures, in particular, prioritize education that encompasses religious and philosophical teachings. They emphasize values such as discipline, order, humility, and generosity [5]. The focus is not only on scientific research but also on comprehensive support and spiritual elevation.

Western education proponents, on the other hand, prioritize individuality, critical thinking, and democratic values [6]. The educational process is viewed as a means of developing individuals capable of asking questions, researching, and making informed decisions. This aims to support personal development and maintain effectiveness.

The success of instilling values of self-improvement in a person's personality, in accordance with the value system, depends on the following aspects:

- 1) The individual's aspiration for self-development and self-improvement in the learning process, and their acquisition of knowledge and skills;
- 2) The individual's ability to regulate their behavior from a moral perspective;
- 3) Control over leisure time;
- 4) Readiness to engage in activities aimed at achieving specific goals;
- 5) Conscientious fulfillment and improvement of assigned tasks;
- 6) The effectiveness of the process of developing one's abilities.

The formation of a value system in students is a complex process that takes on a complex form, consisting of interconnected components. These components can include needs, interests, motives, goals of activity, moral ideals, and norms. The



behavior and activities of students can be reflected in various ways. Based on this assessment, new values can be adopted, or existing values, such as social norms, perspectives, ideas, laws, and rules, can be reinforced. Needs are considered the cause and source of human activity and develop in two stages. In the first stage, a need is considered an internal condition for activity. At this stage, a value that can satisfy the need emerges as an ideal, and its realization involves seeking knowledge to understand the real world in relation to the means of satisfying the need. In the second stage, the need becomes a driving force that directs the activity. Here, the need is identified and arises from external reality. The need then directs the activity and is satisfied by a specific outcome. In essence, activity satisfies a need and concludes with a specific result. Initially, it appears as a condition, but as the student begins to act, its change and the absence of the need within it become apparent. The more activity develops, the more its perceived state aligns with the desired outcome. Therefore, activity can be understood correctly by fulfilling and realizing emerging needs. It involves resolving contradictions between the existing subject and object, leading to the emergence of something new, and considering the process of satisfying existing needs and creating new ones over a period of time.

Value-based education cultivates a comprehensively developed personality. For effective learning, it is necessary to integrate modern education with pedagogical values. Integrating modern education with pedagogical values fosters ethics, manners, moral views, and human qualities in students. Students develop moral immunity, and critical thinking skills are formed in response to mass culture and social pressures, as well as existing non-standard situations.

The organization of methodological work in specialized schools to foster friendly relations and human qualities based on pedagogical values yields positive results and creates opportunities for students to participate in large and small groups. The content of methodological work organized in specialized schools based on pedagogical values includes:

Sports activities: teach teamwork and discipline;

Art: encourages creativity and self-expression;

Intellectual games: develop logical thinking skills;

Debate clubs: foster communication and communicative literacy;



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Educational projects: provide the opportunity to predict and diagnostically analyze learned theoretical knowledge in non-standard situations, and develop skills for individual, pair, and frontal work.

In specialized schools, modern approaches are proposed for forming pedagogical values using the example of Uzbek language and literature lessons. Methods such as reverse teaching, project-based learning, coaching, and MIMM methods activate students, promote self-reflective assessment, and help develop a sense of duty, belonging, loyalty to family and homeland, appreciation for the educational community, and the ability to take responsibility for the learning process.

In specialized schools, we define the "coaching" methodology, which is proposed for forming pedagogical values using the example of Uzbek language and literature lessons, as follows: coaching is the creative partnership of two individuals aimed at developing a student's individuality (knowledge, understanding, responsibility, taking ownership) and is a different form of knowledge delivery, based on the desire to create personal and professional success.

Coaching is considered important in shaping pedagogical values in students. Therefore, as a new methodology entering the education system, it is important for teachers to master it and implement it in the educational process.

The formation of pedagogical values based on modern approaches is advisable through the MIMM structure proposed by us: M-motivation, I-information, M-methodology, M-reinforcement stages direct students' interest in knowledge and understanding towards independent activity. When using the MIMM model in the lesson process, a motivation minute based on values is conducted at the beginning of the lesson by the teacher. For example, "a one-hour lesson is better than 40 days of prayer"; "2 minutes are enough to change your life"; "start acting now for your dreams"; "opportunity is like ice cream"; "success comes after helping others"; "focus all your attention on what you can do, and you will succeed."

After the teacher conducts a motivation minute based on values, new knowledge is presented on the topic to be learned. To practically reinforce the information and develop skills, reinforcement methods are used. To consolidate the acquired knowledge, students are given case studies and project work to complete independently.



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Today's students need to be taught by the teacher by slightly deviating from traditional methods and using non-standard approaches. In the era of technology and information, it is a demand of the times to educate students who can think independently and creatively based on pedagogical values that can compete. During a one-hour lesson, students should not be given ready-made knowledge, but rather knowledge that teaches them to search, learn, and prepare based on their existing knowledge, and to justify their opinions based on relevant facts. The idea of non-standard education based on the "reverse class" and "reverse teaching" technology is being promoted in Russian education.

"Reverse teaching" is a teaching system that is a pedagogical model where the usual presentation of lessons and homework is presented in reverse. For practical assignments, students watch short video lessons at home during the time allocated for the lesson. Video lectures are often considered the core component of the variable approach.

As a component of blended learning technology, the "reverse teaching" model is used for independent learning activities of students, such as mastering software or additional learning materials. However, mobile learning using ICT technologies is also part of this model. This means that for 45 minutes of the lesson, the teacher does not explain the topic, but assigns the previous topic as homework, and each student learns it independently at home, gathers information, and writes down their understanding. Upon returning to class, each student presents their ideas for 5-7 minutes and asks the teacher questions about what they did not understand. The new lesson is conducted in a discussion and question-and-answer format. The teacher listens to the students' ideas, draws conclusions, and answers questions. At the end of the lesson, the teacher summarizes the topic and concludes it. When working in "reverse teaching" mode, the student's personal responsibility increases.

"Why should this be done?" may be a question. A student can listen to the teacher for 5-7 minutes without distraction. In a traditional lesson, the student passively participates, wondering what the teacher will teach today. The student does not even consider the need to understand and learn the topic independently. The ability of students to work independently and think creatively is becoming increasingly stagnant. To develop these abilities, we must move away from



traditional methods. If lessons are organized based on "reverse teaching" technology, students will develop independent thinking skills, learn to draw conclusions from topics, make quick and accurate decisions in real-life situations, take responsibility for preparing for lessons in advance, and develop creative thinking skills.

Coaching, MIMM, and reverse teaching methods teach students to be proactive, engaged, and responsible in solving spontaneous problems. These methods help students develop modern social skills, namely independent work, logical and creative thinking, project work, self-analysis, reflective assessment, and the ability to demonstrate their talents and apply their acquired knowledge in life.

In addition to solving various assignments, pedagogical values can also be fostered in specialized school students through interaction with classmates and parents. In this case, students should be provided with an environment where the social significance of theoretical preparation and activity (educational management, educational information, educational logic) is explained. For example, using interactive games and implementing projects.

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