

MANIFESTATION OF LIFE VALUES DURING STUDENT LIFE

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Abstract: The article provides theoretical and practical information on the manifestation of life values during student life. In particular, theoretical and practical approaches to the formation of life values as a student have been put forward. Also, the level of formation of life values during student life was studied on the basis of empirical research.

Key words: student personality, Value, Life Value, control, purpose of life content, life plan, locus control, risk, life views.

“The path to student” begins long before Student Life. Psychologists constantly note that the desire of young people graduating from high school to become students has developed strongly in their life plan. Of course life makes its own adjustments to these plans. However, this indicator, having a higher education, proves that mental work is the dominant direction. The continuation of youth training is a great social, spiritual and psychological value.

The analysis of the social structure of students of the pedagogical high school is important in the factor of social justice, that is, the acquisition of higher education is possible to representatives of different strata of society, based on the point of view that "equalization of opportunities for all" [4].

But there is also a social cultural factor in this problem: in what social environment is there optimal, material and cultural conditions for higher education, the complex of required personal characteristics? The reason is, it is necessary to successfully complete the course, to formulate the concept of academic science in students, to master the studied science excellently, to expand the worldview, etc. Therefore, the competitiveness of representatives of a certain social stratum for the higher education system (it is easier for them to enter a specified university or a prestigious faculty) is high, and the chances of the rest are not so wide [2].

What changes are taking place in the social structure of student life today? From what are the important peculiarities of its social culture, how is its manifestation carried out? First, among the parents of students there are those who are relatively unoccupied (unemployed, non-working pensioners, disabled people, etc.k.lar) few. That is, the social structure of students is more prosperous than the social structure of society, manifested in the category of "improved" structure. Secondly, the social composition of students is diverse: in it, on a large scale, traditional and new pictures: a part of the students are married and have children, a place of work, or engage in business and private entrepreneurship, studying education in a superficial form. Thirdly, the dominant group among students is those whose parents have higher education. Fourth, in the ranks of students, we are filled with three and a new layer – parents, or one of them is the heads of private firms in different areas of business [3].

We can include in the peculiarities of Student Life, a few more. Priorambar, this position. As noted above, the student is an educated layer of young people and is undoubtedly from the progressive group of youth groups. This in turn determines the formation of specific psychological characteristics of the student's age. In an effort to fulfill the dream of obtaining a higher education, seeking to complete education in a high school, the fact that the majority of students consider the High School a means of social promotion serves as an impetus for the formation of the psychology of the social self. The only character of the goals in obtaining higher education, the only one of the Labor values-education, lifestyle, active participation in the social life of the high school, contributes to the formation of

solidarity among students. This, in turn, is manifested in many forms of collective activity of students [1].

Another important peculiarity is the active interaction with various forms of society, as well as the peculiarity of education in a high school is in the opening up of wide opportunities for communication. Therefore, the intensity of quality of communication is a specific aspect of student. One of the most significant aspects of Student Life is the search for meaning in life, the pursuit of new ideas and progressive changes in society. These aspirations are considered a positive factor. However, as a result of the lack of life experience as a result of a superficial assessment of certain life events, some students move from just criticism of shortcomings to thoughtless extreme criticism. In young people, professional plans are formed through various means – parental thoughts, teachers, friends, books shows and hyuklar.

On the other hand, mass aspirations for higher education are studied on the principle of "if there was a diploma", and not according to one's own capabilities and abilities, the desired profession. In this case, it is possible to talk about how, the chosen profession, its interests and abilities, because the principle of determining the head is "what kind of highness does not matter, the important thing is to get into". The high school is now considered a very high value for many schoolchildren. The desire of young people to go to the high places, giving a huge choice, is precisely here that the shortcomings of education in rural schools are evident [3].

No doubt, the quality of the High School will expand the ranks of students as a result of quality selection in the process of training qualified personnel. However, it should be remembered that the cooling of young people admitted to the High School from their future profession, insufficient knowledge of his future profession, ignorance of the nature of his activities, necessary qualifications and skills, abilities and psychological and social requirements for a specialist.

Educational years for a student – one of the most important periods of life. This period is characterized by the acquisition of education, the acquisition of qualification by profession, the Coordination of one's own desires and imokniyats, the purpose of the society's supply and demand. They are, in particular, a set of professions, specialties and positions, and are not sufficiently known to maktayu's students, applicants and students either [2].

The choice of the future profession is always individual, since it is part of the personal self-determination of the future specialist and helps to find its place. His criterion of effectiveness is satisfaction with his profession and his place in the jamyait, as well as the position he occupies in the professional community.

There is a certain level of immaturity in the professional behavior of young people, which is especially natural and psychologically conditioned in the transition from education to professional activities, but causes the widespread spread of social and professional infantilism among young people during periods of stagnation and crises.

In conclusion, it can be said that those in the quay: first, in the image of a student, changes in social origin and lifestyle (they are very close to each other) arise, and the indicators of differentiation and non-uniformity of material status in the student body are growing. Gradually, the priority in the formation of students is moving to a layer of our society more adapted to the economic reality. If this process continues to be combed without stopping, the path towards higher education for poorer categories of people is almost blocked [4].

Secondly, the sustainable expansion of student youth is reflected in the fact that interest in higher education is maintained, and the level of higher education in the hierarchy of instrumental values of students is "raised". However, higher education institutions Institute iva contradictions that arise between various other segments of society lead to dysfunctional consequences.

In order to study the psychological characteristics of life values during the student period, students of 1-3 courses of the Uzbekistan State University of world languages took part. An adapted variant of the “study of life values” methodology was used as research methodologies.

This methodology was carried out in a group of selected testers in the study, and the results were analyzed quantitatively and qualitatively.

Table 1. The level of formation of life values during student life

Results averaged	Common life values	Participation	Control	Taking risks
Course 1	65	25,5	27,25	12,25
Course 3	73,4	29,43	28,86	15,14

From the results of the methodology, it can be seen that significant differences in the level of formation of life values are observed in the group of adolescents. Especially between the indicators of the general life values of students is $M=65$ and $M=73.4$. According to him, the high level of indicators of general life values in students of the 3rd year is characterized by the fact that a sense of seniority is formed in them, that they can enter the system of relations with the surrounding people, and have a place in the system of interpersonal relations. In the 1st year student group, the naturally low level of performance is explained by the insufficient knowledge of human society in them, as well as the lack of living experience.

The participation factor among the testers is $M=25.5$ and $M=29.43$. This is a sign that they have their own personal opinion, position in relation to life problems and views. It is worth noting that the student's personality does not observe life problems from the outside as he grows up, on the contrary, manifests itself as an active participant in the process. Therefore, as a student, we can see an increase in personal experience and thinking skills in connection with age.

The next scale of life values is $M=27.25$ and $M=28.86$ in the control test group. Looking at the indicators, it is natural that significant aspects cannot be observed between them. It is known that the student's personality assumes the opportunity to adequately assess, control himself in any life circumstances. Therefore, the student's personality is characterized by the content of the skill of consciously managing his behavior in relation to any influences.

Looking at the risk indicators, in 1st year students $M=12.25$ and $M = 15.14$. Looking at the results, the 3rd year is determined by the development of such qualities as a tendency to risk, thoughtless decision-making in the student group. Therefore, the tendency to take risks increases with age as a student. It is observed that they are prone to risk when making plans for the future in connection with their active aspirations for the future.

From the results of the methodology, it can be seen that the formation of life values by the student period occurs in harmony with a number of factors. It is worth noting that the student's personality is determined by age, increased life experiences, the presence in themselves of independence, a strong passion for freedom. The most important thing is to increase internal and external sensitivity to factors aimed at realizing the vital content that occurs in the student's personality.

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