

THE IMPORTANCE OF VALUES IN ENHANCING CIVIL LITERACY IN STUDENTS

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Annotation: the article covers the importance of values in increasing the civil literacy of students and is dedicated to enlightening the values of freedom, peace, justice, social equality, enlightenment, truth, goodness, beauty, material and spiritual riches, traditions, customs and others.

Base phrases: Value, freedom, education upbringing, goodness, civil literacy, spiritual wealth, Enlightenment, culture, legal culture, family, morality.

Issues of the president of the Republic of Uzbekistan “on radical improvement of the system of raising legal consciousness and legal culture in the society” PF No. 5618 on formation of legal immunity in relation to factors negatively affecting the legal education of citizens, respect for laws and rules of etiquette in each person, loyalty to national values, evoke a sense of intolerance

The promotion of legal consciousness and legal culture in society is primarily carried out by the integration of customs, traditions and values in the family. The educational strategy of parental activity should be implemented in the context of directing students to the construction of civil society. The solution of this task is carried out in mutual cooperation between parents, teachers and students.

In values there will be an answer only to the question of the meaning of life, about the functions of a person. Value, P.S. As noted by Bratus, the future forms the image of the prospect of the development of a person [2, 31].

Philosopher Q.Nazarov describes the value as follows, value is a concept that is applied to show the universal, social moral, cultural spiritual significance of certain events in reality. All things that matter to man and humanity, for example, freedom, peace, justice, social equality, enlightenment, truth, goodness, beauty, material and spiritual wealth, tradition, tradition, etc., are of value [6, 85].

In values, man is not currently an image in the mind, but is reflected in how he should be in terms of Spiritual Laws [8, 6]. The values that form the motivational-value component of civil literacy are those that serve to motivate students to morality, because respect for a person in any way, in any case, is based on the moral law, “when morality is viewed subjectively as a motivation, it is not the incitement to morality, but the existence of morality itself” [5, 186-187].

But by organizing the assimilation of the teacher in the activity of a valuable direction, the values that he teaches the students, not only determines the prospect of the development of the pupil's personality, but also I.I. Dokuchaev noted that it provides a person with a model of activity (civil activity) necessary for the realization of his existence. Values are the main form of all human activity [3, 63-65]. The same values are considered as a system-forming component of the student's civil literacy, which determines the direction to this prospect, expressed in the image of a citizen, the prospects for the development of the pupil's personality.

The idea of reunification of citizens I.I. Kalina noted that it can be viewed as a strategic direction of pedagogical thinking. The idea of unification of society, citizens reflect the existing problems of socio-moral character, which are directly or indirectly expressed in education tiradi [4, 36].

The idea of unification of society is aimed at determining the approaches and printouts of the formation of civil literacy of schoolchildren, as well as the content and methods of such formation, in the formation of the teacher's knowledge of the students of civil society, civil society, the state, state symbols, the rights and obligations of citizens, citizenship and others.; it is the leading idea in determining the directions of activities aimed at shaping the students in the direction of prosperity, loyalty, humanism and other values, expressing their views, thinking in conditions of diversity of views and opinions, critical thinking, communication with people and other skills.

This idea comes from social realities and a scientific picture of civil society. In civil society, man's involvement in horizontal relationships and relationships makes him become a defacto citizen from a decure citizen tiradi [4, 58-59]. But the question arises: “What are the values that unite society and make the process of

generalizing people come true?”. I.I. Kalina allocated values of loyalty, goodness, generosity, duty, Sharaf, kindness, responsibility, benefit, truth, independence, freedom, justice, happiness, dignity, such as values [4, 85-86]. These values, the scientist noted, V.The A.Yadov expressed, noting the mutual relations between people, meeting such requirements as the attitude of a person to the qualities of a person. Such values are considered relevant, have a normative status and allow forecasting of human behavior [7, 48-49].

It is carried out in the system of values, “Man-Man”, “Man - society”, “Society - man”, which form the content of the motivational - valuable component of civil literacy, and also records the requirements for human qualities among people, between man and society, society and man.

These values are of vital importance to society and another person, a separate person - a pupil, a school teacher, a volunteer who aspires to a joint life in a changing world. These values become the motivation of the reader's civil activity and regulate it in such a way that it becomes the prospects for its development as a person, a citizen. These values also have a normative status.

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