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## **THE MAIN CRITERIA FOR DEVELOPING A SYSTEM OF VALUES IN THE TRAINING OF FUTURE HISTORY TEACHERS**

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### **Annotation**

The article explores the multifaceted process of fostering value systems in future history teachers, emphasizing the integration of personal and professional qualities. It highlights the significance of cultural, spiritual, and national factors in shaping educators' ethical and moral worldview. The study identifies essential criteria for value formation, such as informational-cognitive, personal-value, emotional, and activity-creative aspects, and provides detailed indicators for each. The research also categorizes levels of national pride among university students and outlines the theoretical and practical implications of value-oriented education. This work underscores the importance of harmonizing national traditions, cultural heritage, and professional competencies to prepare morally and intellectually mature educators capable of contributing to society's development.

**Keywords:** Value system, history education, national pride, spiritual maturity, cultural heritage, professional competencies, moral development, teacher training, educational criteria, Uzbekistan.

The multidimensionality of global social processes and the complexity and significance of spiritual and moral foundations and factors in educating youth influence the selection of criteria that enrich morality with individual-psychological, social, emotional, and value-oriented features. The development of students' value systems primarily requires identifying criteria that ensure the effectiveness of this process. To achieve this, it is advisable to study and analyze the universal



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philosophical criteria that shape spirituality. In the “Glossary of Basic Concepts of Spirituality,” the criteria shaping spirituality are defined as follows:

“The criteria shaping spirituality are the spiritual, cultural, and material foundations, traditions, values, heritage, lifestyle, ideas, and perspectives characteristic of society and the nation. These factors influence and guide human consciousness, shaping and transforming their worldview and way of thinking.”

The criteria shaping the value system can be conditionally divided into several groups:

1. Material heritage: This encompasses history, national identity, statehood, culture, architectural monuments, and agrarian cultural traditions linked to rural and water management developed over millennia, as well as the historical environment shaped by geographical conditions.
2. Cultural heritage: Includes the multi-millennial religious beliefs, education, and science, the contributions of great thinkers and their works, and the nation’s folklore.
3. Cultural factors: These are tied to the nation’s unique traditions, customs, ceremonies, holidays, and lifestyle.
4. Values and ideology: Reflecting national characteristics, mindset, spiritual qualities, ideas, and social laws inherent to the nation.
5. Spiritual education tools: Encompassing educational institutions, mass media, libraries, theaters, art centers, and other mediums of spiritual education currently operating in society.

In the higher education system, along with teaching students, it is also essential to implement moral and spiritual education to develop students' spiritual values. For instance, M. Qurbonov proposed the following exemplary set of personal and professional qualities for a future teacher:

I. Personal qualities: Spiritual maturity, national-ideological awareness, cultural refinement, conscientiousness, dedication, fairness, pedagogical etiquette, and initiative, among others.

II. Knowledge: Understanding the educational potential of one's subject, theoretical and methodological foundations of national education, Uzbek culture, and the development principles of the nation.

III. Skills:



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- Constructive skills: Planning national educational activities and diagnosing the pedagogical characteristics of each child.
- Organizational skills: Encouraging and developing students' socio-national activities and assigning tasks for national educational purposes.
- Communicative skills: Managing interpersonal, group, and interethnic relationships among students, and effectively influencing them.

The study also classified the degree of formation of national pride among university students into high, medium, and low levels:

1. High level: Students deeply understand the concept and logical essence of national pride, feel a need and desire to possess these feelings, and actively participate in socially beneficial activities for the nation's development.

2. Medium level: Students adequately understand the concept of national pride and its essence but demonstrate less active involvement in socially beneficial activities. Based on these observations, the research established informational-agricultural development over millennia, as well as the historical environment connected to geographical conditions.

Cultural heritage: This includes the religious beliefs, education, and upbringing spanning several millennia, along with the intellectual legacy of prominent scholars and their works, and folk creativity that have played a vital role in the development of all fields of science.

Cultural factors: These are tied to the unique traditions, customs, ceremonies, festivals, and lifestyle of the people.

National values and ideology: This includes the nation's intellectual traditions, spiritual characteristics, ideas, social interactions, and laws unique to the people.

Spiritual educational tools: These are institutions such as schools, libraries, theaters, art centers, and mass media, which play a pivotal role in forming a person's moral worldview and directly influence their upbringing.

**Table 1. Criteria for Developing a System of Values in Students**

Criteria	Indicators
Informational- Cognitive	Possession of general cultural and professional knowledge
	Understanding the moral-cultural characteristics specific to the teaching profession
	Independent moral-cultural activity
Personal-Value	Formation of professional motivation based on a system of values
	Positive attitude towards the system of values and the chosen profession
	Presence of desires and aspirations related to the system of values and professional activity
Emotional- Affective	Positive emotions (feelings) towards the system of values
	Active participation in the life of the group and the educational institution as a whole
	Self-confidence, objective self-assessment, and self-control
	Ability to set and achieve personal goals
Active- Creative	Mastery of scientific methods of cognition and establishing interdisciplinary connections
	Skills in working with sources and organizing learning activities
	Self-control, independent learning, and self-assessment
	Skills in independently organizing educational activities

The above criteria demand consideration of students' ability to comprehend concepts such as "value," "spiritual value," "national value," "universal value," and their application to professional activities.

Students must understand the laws governing value systems (e.g., harmony of spirituality and material life, the interrelation of spirituality with society, and its dependence on social development). They must also recognize individual forms of value systems, such as ethical appearance, economic culture, and social status.

Additionally, the study emphasizes students' ability to analyze and synthesize spiritual life, differentiate between spirituality and its absence, and categorize moral and ethical qualities. Developing national pride and spiritual awareness in the context of Uzbekistan's independence highlights the importance of values in personal and professional growth.



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In conclusion, fostering a value system among future history teachers is a comprehensive process that intertwines personal and professional development, requiring both theoretical understanding and practical application. The ultimate goal is to cultivate educators who embody spiritual integrity, national pride, and a deep understanding of cultural and professional values

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