



## FEATURES OF THE FORMATION OF VALUE ORIENTATIONS OF ADOLESCENTS.

<https://doi.org/10.5281/zenodo.10254232>

**Mansurova G. R**

*Lecturer at Namangan State University.*

*E-mail: g.mansurova@internet.ru*

### ANNOTATION

The article examines the factors that influence the formation of values in adolescents, which they use in their daily lives. The main institutions and agents of socialization, which are of particular importance in the formation of value orientations of adolescents, are considered in detail and their significance for adolescents is analyzed.

### Keywords

adolescence, value orientations, socialization, revaluation of values, environmental conditions, group values, family, school, media, adults and peers, Internet influence.

In adolescence, when there is an active search for one's place in society and self-knowledge, many views on the world and on oneself change. Changes are largely determined by teenagers' revision of values that no longer correspond to the value views of adults, which are largely conditioned by society. Considering the process of revaluation of values by teenagers, we can once again verify their dynamic nature. As M.S. Yanitsky noted, "the predominance of certain value orientations of a person at different age stages of development and the choice of preferential mechanisms for their implementation, which determine both the general level of development of the value system and its specifics, depend, in turn, on a complex system of factors and conditions" [8].

Since the system of personal value orientations is of a dual nature, i.e. it is determined by the characteristics of the nature of the social environment to which a person belongs, and with the characteristics of the personality itself, it is logical to divide the factors influencing the formation of value orientations into external and internal.

The degree of acceptance of certain groups of values by adolescents is determined by different levels of individuality associated with a certain set of internal factors caused by the action of appropriate psychological mechanisms that are inherent at this stage of development. In this case, one can consider self-esteem,



character traits, features of self-attitude, intellectual and emotional development, abilities as an example of internal mechanisms that influence the adoption of certain groups of values at different stages of human life.

The external factors influencing the process of forming value orientations are the environment of a teenager. To a greater extent, the main source here is the values of society. In the formation of value orientations that are formed in the process of socialization, the main guides are social institutions (family, school, mass media).

The family is the initial and main institution of socialization, where teenagers receive "the first interaction skills, master the first social roles, comprehend the first norms and values" [3]. The parental family for teenagers acts as a source that helps in assessing the values that a person encounters in the process of his formation and thereby learns to adapt to the social environment.

Fundamental human value orientations are formed in the family, manifested in social and interethnic relations. It acts as a kind of personality foundation, through which moral and aesthetic skills, emotional and personal ideas are laid.

An important factor in the formation of certain value concepts and orientation towards them is the psychological climate in the family, which is reflected in the interaction of family members. A favorable family environment contributes in many ways to an example for a child and is reflected in his relationships with others (peers, adults). The prevailing understanding in the family in many ways gives the teenager the opportunity to feel protected, reduces aggression, increases trust in the people around him.

When analyzing the factors influencing the formation of value orientations, it is impossible not to mention the personal characteristics of the parents themselves. In the process of socialization, aspects such as parents' education, their social status, and their lifestyle begin to have a significant impact on a teenager, as this can determine the orientation of a teenager in choosing many value alternatives.

Thus, summarizing the above, the following main factors can be identified that determine the influence of the family on the formation of a personality's value system: family structure (full or incomplete composition, the presence of brothers and sisters, older parents); types of upbringing and styles of parental behavior; conflict or non-conflict nature of the relationship between parents; social status, level of education and income of parents; socio-cultural, religious and ethnic roots of the family.

School is the second significant institution of socialization in human life, in which both adults and peers act as agents. The school, whose main function is educational activity, plays an important role in the formation of individual values of a teenager. The formation of value orientations in the learning process is

---



---

determined, "on the one hand, by personal characteristics, development and awareness of one's interests and values, and on the other – by social factors – the values of a significant other, the style of communication with him" [8], where the common source of value formation is the communication process.

Communication in adolescence primarily acts as a conduit through which information is received that allows teenagers to better navigate the social environment, teach them to fight and defend their rights in this environment, teaches them to correlate personal interests and public ones, increases the number of their social roles, expands their understanding of their own personality. In confirmation of this, I. Kohn noted that "the inclusion of peers in society expands the child's self-affirmation opportunities, gives him new roles and criteria for self-esteem" [4].

It is necessary to strictly emphasize the fact that, although adults play a leading role in the process of socialization and the formation of value orientations, adolescents make a significant preference in the final choice of certain value systems based on the values accepted among their peers. The special value of a peer group is that it helps a teenager to gain independence from adult control and thereby educates a teenager in the spirit of independence and responsibility for his actions. A group of peers in the process of personality formation, as noted by I. S. Con, perform the following psychological functions: they represent a specific channel of information; they embody a special kind of activity and interpersonal relationships; they involve a special kind of emotional contacts – love and respect for equals, which provides a sense of well-being [1].

The norms and values that a group of teenagers relies on and serve as the core of the "code of comradeship" are formed over a certain period of time, based on games, other activities, and are also borrowed from adult relationships. Movies and books, which teenagers are so fond of, play a significant role in determining these values and norms. Respect, equality and loyalty are usually considered the most important norms in groups [5].

In our opinion, the described two external factors – adults and peers, which have a kind of influence on the formation of a teenager's personal values, are interrelated with each other. A teenager learns moral rules and values among adults that are socially approved, and peers help him to evaluate and apply the information received in the right way, which makes these two institutions significant in the life of each individual.

The mass media (print, radio, television, the Internet), along with the institutions of socialization as a family and a group of peers, are nowadays one of the most significant in the process of forming the value-normative sphere of personality.



With the development of new technologies, the availability of media has grown and increased interest in itself. The popularity of the media among young people has grown dramatically due to the availability of new technologies and the provision of new services that allow to diversify the scope of human capabilities, which in turn began to influence the upbringing, formation of values and norms of the younger generation [6].

Touching upon the topic of the influence of the media on the process of socialization, which also includes the process of forming value orientations, it is necessary to note the twofold consideration of this issue within the framework of various approaches. Some approaches, addressing the issues of media influence, emphasize that a person in this system acts as a passive and uncritical respondent (K. Hovland), walking only along the path indicated to him. Based on these views, it is concluded that social attitudes and values are derived through media channels. Of course, such approaches would find their significance in the scientific aspect, but here it is necessary to take into account the fact that the information transmitted by the media is multidirectional and has a certain freedom. This allows the individual to make a choice, which G. M. Andreeva writes about: "for the average consumer of information, the opportunity has opened up to make a choice of the preferred picture of the world: either accept what the media offers (often in different ways in different programs!), or reject the proposed ideas. Under all conditions, it becomes necessary to make a choice" [2].

In our opinion, the influence of the media on personality in our time is beyond doubt. Of course, a person chooses a media channel according to their preferences and interests, but the choice they make is fixed by the media. In this case, the system of value orientations allows us to correlate, taking into account the individual values of the individual, with the norms and values of society accepted by him.

When considering the issues of media influence on the younger generation, it should be noted about the great advantage of this institution of socialization - providing teenagers with an extensive search for information, allowing them to expand their range of activities, and even allowing them to participate directly in it. Ready-made visual samples presented by the media "have the property of making a good impression on consciousness and thereby form "certain ideal models of social self-categorization" [3].

The media has a special influence on the process of value formation in the process of socialization in certain cases: in the absence of special organizations and positive impact factors. This can be evidenced by the fact that television and the Internet begin to take up a huge amount of time for the teenage generation, thereby adults begin to fall out of the horizon of influence. The sad fact is that many adults

---



treat this as a normal phenomenon and themselves allow the media to take a leading position in the development of a teenager. As a result, the child-parent relationship is mediated by a TV and a computer. But there are cases when adults, focusing only on the negative aspects of media influence, try to shield children from the opportunities provided by the media, contributing to problems related to the socialization of personality. As A.V. Shubin writes, "an attempt to simply isolate oneself from tele-information leads to the same disorientation in modern times, a lack of useful information and ultimately turning a person into a victim of manipulation "out of ignorance" [7].

The influence of the media, which is of a social nature, is determined by the fact that it largely sets the meaningful space in which the socialization of a modern teenager unfolds: ethical norms and behavioral models broadcast by the media are appropriated by the teenager, forming his value orientations and often real behavior [3]. Of course, television and the Internet reflect all aspects of social reality. But the information they transmit is not always useful for a teenager. The media cannot be blamed for this, since the transmitted information is intended for a wide range of use, in which both teenagers and young men find themselves. In such cases, it is necessary to connect adults who would control this process. Adult control is mandatory due to the fact that the psyche of the younger generation is not yet fully stable and in the process of searching for itself may absorb information that is not acceptable to this society. In such cases, the risk of developing an antisocial personality in society increases or there is a danger of isolation from real life.

It follows from this that the media, when perceiving adolescents, can give completely different development guidelines, depending on the upbringing inherent in the child from early childhood.

#### LITERATURE:

1. Андреева Г. М. Психология социального познания. – М.: Аспект Пресс, 2000.
2. Андреева, Г. М. Трудности социального познания: «образ мира» или реальный мир? // Социальная психология в современном мире: Учебное пособие для вузов / Под ред. Г. М. Андреевой, А. И. Донцова. – М., Аспект Пресс, 2002. – С. 182-2.
3. Белинская Е. П. Тихомандрицкая О. А. Социальная психология. // Хрестоматия.- М.: Аспект Пресс, 2008.
4. Кон И.С. Психология ранней юности: Книга для учителя. – М.: Просвещение 1989.



5. Крайг Грэй, Бокум Дон. Психология развития - Питер, 2005.
6. Мансурова Г. Р. Подросток и Интернет: как Интернет влияет на поведение подрастающего поколения // Экономика и социум. - 2023. - №. 1-1 (104). - С. 310-313.
7. Шубин, А. В. Средства массовой информации: информирование и манипулирование // Политико-психологические проблемы исследования массового сознания. - М.: Аспект Пресс, 2002. - С. 165-202.
8. Яницкий М. С. Ценностные ориентации личности как динамическая система// Кемерово: Кузбассвузиздат, 2000. - 204 с.