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PROBLEMS OF PSYCHOLOGICAL RESEARCH OF EQUATING JUDGMENTS AND VALUES TO ACTIONS

Annotation

The article examines the close relationship of values with judgments. According to the model of neurological levels, the question of whether judgments and values will become a certain value action on the same level with teaching and changes, a system of judgments will be revealed.

Keywords: values, checking values, problem of judgments, evaluation of judgments, security, mental map, interaction, learning abilities, language learning.

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ПАЙЫМДАУЛАР МЕН ҚҰНДЫЛЫҚТАРДЫ ІС-ӘРЕКЕТКЕ ТЕҢЕСТІРУДІ ПСИХОЛОГИЯЛЫҚ ЗЕРТТЕУ МӘСЕЛЕЛЕРІ

Андатпа

Мақалада құндылықтар пайымдармен тығыз байланыстылығы қарастырылады. Нейрологиялық деңгейлер үлгісіне сәйкес, пайымдар мен құндылықтар үйрену мен өзгерулермен бір деңгейде белгілі бір құндылық әрекетке айналуы, пайымдар жүйесі анықталуы өзекті мәселе болып табылады.

Түйінді сөздер: құндылықтар, құндылықтарды тексеру, пайымдар мәселесі, пайымдарды бағалау, қауіпсіздік, менталдық картасы, өзара іс-әрекеттер, оқу қабілеттері, тіл үйрену.

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ПРОБЛЕМЫ ПСИХОЛОГИЧЕСКОГО ИССЛЕДОВАНИЯ ПРИРАВНИВАНИЯ СУЖДЕНИЙ И ЦЕННОСТЕЙ К ДЕЙСТВИЯМ

Аннотация

В статье рассматривается тесная связь ценностей с суждениями. По модели нейробиологических уровней актуальным является вопрос о том, станут ли суждения и ценности определенным ценностным действием на одном уровне с учением и изменениями, выявится система суждений.

Ключевые слова: ценности, проверка ценностей, проблема суждений, оценка суждений, безопасность, ментальная карта, взаимодействие, способности к обучению, изучение языка.

According to Webster's dictionary, values are "principles, qualities, or objects that are valuable, desirable and important". Since values are associated with dignity, significance, and desire, they are the source of the inner motivator of the individual. If something comes into contact with human values, a state of contentment, harmony, or rapport is established. If, on the contrary, one notices a discrepancy in one's own values, one becomes dissatisfied and discordant; or one is forced to submit to the prevailing one.

To help a person define their own values, it is recommended to consider the following questions: "What is important to you?", "What motivates you to take an action?", "Why do you get out of bed in the morning?»

Some of the answers that can be given to these questions are:

Income,

Recognition,

Assessment,

Responsibility,

Pleasure,

Love,

Achievement,

Creativity

Such values have a significant impact on the goals set by the individual and the actions that he may choose.

In practice, human goals are a real reflection of their values. For example, an individual who has set himself the goal of "creating an effective team" may have a high appreciation of "working together". A person who aims to "increase their income" probably values "financial success". In the same way, a person who values "stability" sets goals related to achieving stability in their personal or professional life. Such a person strives for different results than those who value "freedom".

A person who values stability can be satisfied with a "9-to-5" job with clearly defined tasks and a cut-off salary. Well, a person who has more free time, where freedom is valuable, tries to find a job where the range of tasks is set according to their interests.

Values are closely related to judgments. According to the model of neurological levels, judgments and values are on the same level as learning and change. They answer questions, "Why?", "What for?".

Values are characterized by the perception of important and desirable feelings. Judgments are a cognitive structure that connects values with various aspects of personal experience, i.e. a part of the individual's worldview.

Judgments, in fact, are the views of a person about himself, about the environment and the surrounding world. According to the model of neurological levels, value-like deep structures, which are relatively abstract and subjective, must be associated with the most specific cognitive processes and abilities through vision in order to influence material existence in the form of concrete actions.

To determine a person's vision, you need to ask them to answer the following questions: "How do you define a quality or object that is valuable to you?", "What causes or creates this quality?", "What are the results or consequences of such an assessment?", "How did you know that a particular behavior or feeling corresponds to a particular value?"

In order for a certain value to become an action, that is, to work, a system of judgments must be defined. For example, in order for such a value as "professionalism" to be reflected in behavior, a person must form the following beliefs in himself:

- feel the meaning of the concept of professionalism (know the definition);

- identification of manifestations of professionalism, i.e. criteria that indicate its existence (evidence needed to justify it);
- classification of prerequisites that contribute to the formation of professionalism and vision of its consequences.

Definition	causes	consequences	values, for example: achievements	arguments, how did you know what he taught you?
What was the reason?				
What does this lead to?				

These judgments, like the value itself, are crucial to determining the future actions of the individual. For example, the value of "security " exists in both people, but their systems of vision are different. The first connects the concept of security with force, i.e. for him, security is the ability to be strong from his enemies and ensure his own safety by being the first to strike, without being careless and not eating a stick. And the second examines the problem more broadly and more deeply. For him, security is the Prevention of a potential threat. For example, to understand the nature of a person's actions that threaten him or her, that is, to understand his or her positive intentions and respond to them. These two people, adhering to the same value (Security), achieve it in two different ways; even their approaches contradict each other.

Judgments connect values with different aspects of experience. Proof of this is the example above. The former seeks to achieve security by strengthening its power; the latter provides security by communicating, collecting information, and searching for other options. Judgments about core values determine the "mental map" of human values and, accordingly, express the forms of its manifestation. Mindmapping is a convenient and powerful graphical way to structure information; schematically placing the main topic in the center of the page, and the concepts associated with it, spreading out like branches of a tree. In order to instill and form values in a person, it is necessary to take into account everything that concerns vision. If an individual, being within a particular system, wants to act in accordance with its core values, then he must share certain beliefs and values inherent in that system.

Values and judgments form a structure that includes the interaction of people within the system, such as a family, group, or collective. They determine motivations and cultural positions in collectives and social systems. In other words, common values and judgments are like a "glue" that unites a group or team. And their conflicts are a source of confusion and discord.

Faith has a very strong influence on a person's life. If a person is convinced that he can do something, then he will actually achieve it; and if he doubts that he can do something, if he is not convinced that he can do it, then he will fail. Focus your attention on the fact that research shows the power of faith. The intelligence indicator (IQ) divides the average group of children into two parts in a random way. Working with a group, the teacher constantly tells the children that they are talented. And the teacher of the second group, slightly repeating that the children are average, pressed them to their faces. A year later, the level of intellectual development of students of both groups was checked. Then most of the children in the "gifted "group had high scores, and the mental performance of many students in the "weak " group decreased. Therefore, the conclusion from this is that children's learning abilities were influenced by teachers' judgments.

Let's give another example as an expression of the power of faith. The story of "miles in four minutes" is a story about simultaneously limiting and expanding opportunities. Until May 1954, the speed limit at which a person could run was considered "four minutes - 1 mile". Until the historic

day when Roger Bannister overcame the four-minute Hill, in nine years, no windbreaker had even come close to such a result. Six weeks after Bannister's feat, Australian athlete John Dundee again reduced the record time by 1 second. Over the next nine years, about two hundred people achieved a record that once seemed impossible.

All these examples show the influence of the power of faith in the formation of intelligence, health, relationships, creativity, and even happiness and success. In Neuro-Linguistic Programming (NLP), many techniques and techniques have been developed to change personal vision. Some of them (reframing of judgments, reimposing, integration of contradictory judgments, etc.) are used in psychotherapy. In this book, we will focus on coaching techniques that are easy to use in conversation.

Value validation worksheet

1. Identify the core value that you want to consolidate and strengthen in your being. In order to consolidate the statement of value, it is necessary to take into account the following points: "value... before the word " write down the value that is important to you.

2. Prepare your own statement of value for each column presented in the text in bold black paint and answer the questions in writing.

3. when you're done, read your answers and mark what's changed and strengthened.

_____ **value** is important and necessary.

(what value do you want to consolidate and strengthen?)

Because I _____

(write down why you are passionate about acquiring this value)

That's why I _____

(determine what are the real consequences of this value)

I always be _____

(describe the main situation associated with this value)

For me _____

(what is the positive purpose of this value?)

If I _____

(what are the limitations or results associated with this value?)

However, I have _____

(what are the limitations or alternatives associated with this value?)

I _____

(name such a value that you already have)

For example, if a person wants to strengthen their vision in the context of the value of "learning a language", then this trend begins with the statement of real value as follows: "learning English is important and necessary". A soul that accepts this statement as a constant quantity must answer each question in order to study all the foundations of value in the next sequence. It is important that the new sentence given in each line begins with the word "I" or the first. This is a guarantee to consider the problem within the framework of life experience and avoid domination.

Below is an example of completing these statements.

*Learning English is important and necessary, **because I** need to master a foreign language to live creatively.*

*Learning English is important and necessary, **that's why I** do some useful things to help me learn English.*

*Learning English is important and necessary, **I always be** ready for the future.*

*Learning English is important and necessary, **for me** it is an example for others and I can live with pleasure.*

*Learning English is important and necessary **if** I want to be happy and active.*

*Learning English is important and necessary, **however** I have other goals and objectives.*

Learning English is important and necessary so that I can provide the appropriate conditions and resources to realize my dreams.

After completing new statements, it is interesting and important to read each sentence, removing other keywords from the word "although". The sequence of responses forms surprisingly coherent and valuable conclusions about the reasons why a person should follow the main value chosen by them.

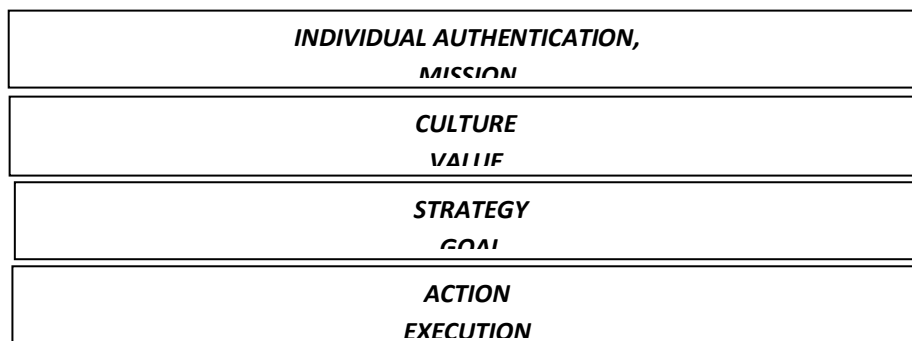
*"Learning English is important and necessary **because** I need to learn a foreign language in order to live creatively; I will take useful actions to learn English; I must **always** be ready for the future; **for** me to be an example to others and live with pleasure for myself; **if** I want to be happy and active ; **however**, I have other goals and objectives; so that I can".*

Thus, we have a set of ideas and statements (affirmations) that help strengthen the value of language learning and the tendency to follow relevant judgments. This paragraph defines the ways in which this value manifests itself, provides a positive intent, and takes into account possible objections. Since such a group of statements identifies several conditions and verbally reflects them, it becomes a powerful source of creative judgments, providing a general understanding of the adherence to this value, as well as an indispensable source of overcoming any doubts.

The actions and abilities of Successful People, teams, and organizations adhere to key values. These values, in turn, are balanced by the mission, uniqueness, and vision of an individual team or organization. Thus, the actions of members of a successful team or organization, within the framework of their own environment, in accordance with high-level goals and strategies. And these goals, in turn, correspond to the culture and mission of the system in relation to the larger environment. If we apply this statement on a different plane, then a person has another level of internal regulation in accordance with his point of view and related to the implementation of his judgments – team, alignment with the collective. Well, there are three types of general alignment:

- 1) personal alignment-according to the correspondence that occurs between all parts of a person;
- 2) equalization of accompanying processes-in relation to the goal or vision;
- 3) equalization of the environment – unhindered compliance of the goals and actions of people and groups with the system of the next level (team, organization, community, culture, etc.).

Balancing processes in the system. In the service system, values and judgments are balanced by the uniqueness and environment of the organization. Goals and actions at the individual level, in turn, support service goals and strategies related to the scale of the organization, roles that correspond to its uniqueness, mission, and culture.



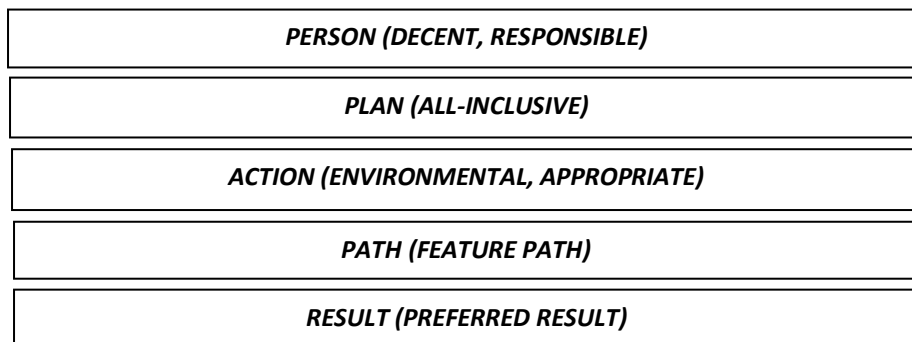
In a chaotic system in a state of conflict with basic values, values and judgments begin to act independently, as "thought viruses", not inferior to biological or computer viruses.

Thus, equalization is the key to the long-term success of individuals, teams, and organizations. Creating an atmosphere of trust and strengthening team spirit depends on the coach being a good mentor and his ability to balance the people and teams he works with.

Dale Carnegie "Believe that you will win. Believe it! Then you will do what will lead you to success". One of the most important tasks of a mentor is to help a person strengthen their self-confidence and increase their ability to achieve the desired results. The main issues related to vision that arise in the course of achieving goals relate to several fundamental components of the process of change:

- availability of results;
- belief that certain actions lead to results;
- evaluate the complexity and feasibility of this action (regardless of whether there is confidence that it will give the desired result);
- confidence that the individual will be able to take the necessary actions to implement the plan, which will lead to the achievement of the result;
- a sense of opportunity, self-worth and responsibility in relation to achieving the result and the necessary actions.

For example, let's imagine that a person is trying to improve their health, learn new things, or succeed in a business project. Questions related to vision can relate to any of the above situations. The first problem is related to the result and desire. How much does a person really want to be healthy, learn, or be successful? In other equal cases, everyone, without a doubt, wants all this. But it is rare for all cases to be equal: neither health, knowledge, or success are at the top of the human value ladder. Someone may say the following arguments: "at the moment, Health is not the first place for me"; "now there are many things that require attention, so it is not important for me to learn something new"; "there are people who need my help, it would be selfish to think about my personal income when I get up". Even if a person is very eager for health, knowledge, or success, there may be doubts that they can be achieved. Personality: "no matter what I do, I can't feel good", "you can't train an old dog to do new things", "you can't have false hopes of success; in this case, I'm weak".



Problems of vision related to changes. The individual wants to get a result and thinks that it can be achieved, but doubts that this particular picture of the action is the most appropriate model for achieving the result. Then he says, "I think it is possible to achieve my goal, but not through this plan (method, program, etc.)". And the next person may think that this particular path is effective, but he is concerned about the consequences of the will or any "sacrifice" that requires this way of achieving the goal, or in other areas of his life. A person, for example, thinks that physical exercise or a good diet will help him recover, but does not want to face the "difficulties" that arise in connection with it, that is, changes in his lifestyle. Some individuals feel that a certain line of behavior helps them learn something important, but they know that they do not have time for it.

Similarly, a person is concerned about how a new job will affect their family life, being sure that it will lead to success.

Someone wants a result, considers it possible, and knows that the proposed line of behavior leads to the achievement of the result, but doubts the ability to perform the required actions. At the same time, they are tormented by such negative thoughts as "I am not good enough for this", "I do not have the patience to finish it", "I do not know enough about it"... thus, the mind cannot show the necessary perseverance to achieve results.

Even on the day when an individual strives for a result, being confident in its possibility, recognizing the effectiveness of the prescribed actions, doubts his responsibility for performing the actions required of him and achieving the results, even if he is confident in himself (his ability) to implement the necessary skills and perform the appropriate actions. In this case, the individual "justifies": "I am not responsible for my health, learning, or success. This is a matter for professionals. It is advisable to entrust this to professional persons". A person sometimes doubts whether they are worthy of good health, study, or be successful. This is a matter of low self-opinion. Some individuals feel unworthy of strong health, high-quality education, or good success. If an individual considers himself unworthy of achieving a goal or does not take responsibility for taking the necessary actions to achieve it, then the ability, desire, knowledge of this person to achieve the goal-it does not matter; in any case, there will be no result!

Judgment assessment worksheet

Create a goal or result that needs to be achieved in one sentence.

Goal / Result

Then briefly describe the current plan or solution needed to achieve the goal.

Plan / Solution

Evaluate the level of your judgments by measuring each statement from 1 to 5 depending on the result: 1 point indicates the lowest degree of trust; and 5 points correspond to the highest degree.

- *The goal is desirable and deserves to be achieved.*
- *Has the ability to achieve a goal.*
- *What should be done to ensure that the goal is achieved correctly and harmlessly?*
- *I have the necessary abilities to achieve my goal.*
- *I have the right and deserve to achieve my goal.*

To explain by example how to use this page, let's look at a person whose goal is to "achieve a balance between personal and professional life". To assess the level of a person's judgment related to this goal, the mentor asks them to draw the following conclusions and evaluate the degree of confidence in each of them.

The goal of "balancing my personal and professional life" is desirable and worthy of achievement.

Achieving the goal of "balancing my personal and professional life" is possible.

What should I do to ensure that achieving the goal of "balancing my personal and professional life" is reasonable and harmless?

I have the skills needed to achieve the goal of "balancing my personal and professional life."

I am entitled and deserve to achieve the goal of "balancing my personal and professional life".

For example, let's assume that an individual evaluated their judgments for each statement as follows:

desirable and worthy of achievement-5,
maybe-2,
reasonable and harmless - 4,
capable-4,
entitled and deserving-5.

Obviously, the belief that "personal and professional life can be balanced" is an area that is particularly worrying. The mentor must first pay attention to this point of view: to find the types of sensations that will help strengthen his judgments and the expected result.

People's values and judgments determine the level of their readiness and desire to use their abilities and perform actions: to open paths for change or set certain limits (boundaries). Thus, values and judgments contribute to strengthening the individual's ability to act effectively.

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