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# **ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ**

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**Название публикации:** «РАЗВИТИЕ АКСИОЛОГИЧЕСКОГО МИРОВОЗЗРЕНИЯ У СТУДЕНТОВ»

***Аннотация:** Данная статья посвящена концепции ценностей, ее актуальности сегодня и некоторым методологическим вопросам в развитии аксиологического мировоззрения у студентов.*

***Ключевые слова:** аксиология, студент, задача, формирование, национальность, мировоззрение*

### **METHODOLOGICAL ISSUES OF DEVELOPMENT OF AXIOLOGICAL WORLDVIEW IN STUDENTS**

***Abstract:** This article is devoted to the concept of values, its relevance today and some methodological issues in the development of axiological worldview among students.*

***Keywords:** axiology, student, task, formation, nationality, worldview*

In the context of the formation of a new education system aimed at entering the world educational space, there is an active process of searching for educational models that will allow to preserve the spiritual, moral and cultural-historical traditions of national education and upbringing. In the modern socio-cultural context, the problem of forming universal values is becoming more urgent, because values are the basis of the content of education. Restoring to man an understanding of the meaning of life, believing that his personality is irreversible - unique, teaching him to meet future joys and challenges with dignity and readiness for self-improvement - are among the tasks facing education today.

Nurturing a citizen of Uzbekistan who values culture and its defender is the basis of every educational institution, the spiritual and moral education of society, whose goal is to instill in young people the highest spiritual values: honesty, justice, kindness, freedom, tolerance, responsibility. The modern situation requires each member of

society to take responsibility for their own destiny, to choose a particular system of values and values.

Addressing values is the main distinguishing feature of our time, the most important principle of public policy in the field of education. In recent years, the task is to form a system of values in education based on the historical continuity of generations, which preserves and develops the traditions of our state.

Individual values and value orientations have always attracted the attention of scholars in various fields of science. Axiology (Greek. Axios - value, dignity and logos-word, concept), or the theory of values, is one of the relatively recent trends in philosophical research, belonging to the German philosophers Rudolf German Lottse, Wilhelm Vindelband and Henry Reflected in Rickert's works.

Axiology is one of the most complex types of education, which covers various forms and levels of interaction between society and the individual, as well as certain forms of internal and external relations for the individual, the person's attitude to the environment, past, present and future. It is characterized by the inclusion of special forms of understanding the essence of the "I".

The theme of values is not alien to the ancient and young East, its thinkers and scientists of Central Asia and Uzbekistan! The search for the deepest aspects of the history of values is not only useful from the West, but also from the East. There are traces of this theme in the works of Khorezmi, Farobi, Beruni, Ibn Sino, Najmiddin Kubro, al-Bukhari, at-Termizi, Yassavi, Ulugbek, Jami, Navoi, Mashrab, Bedil, Makhtumkuli, Abay, Behbudi, A. Avloni. . The point is to find these traces, not to forget them, to update them, to interpret them objectively in terms of modern realities.

There are also axiologists in Western values who pay more attention to subjective aspects. They connect the emergence of values with man, his qualities and activities. Views specific to this movement are rooted in popular Sufi teachings. He was represented by W. James, J. Dewey (1859-1952), A. Maynong (1873-1920), A. Bergson (1879-1961), and in this direction D. Perry, G. Murray, E. Tolman, E.Fromm,

R. Williams and others. For example, in the early twentieth century, the views of W. James, and later the ideas of John Dewey, were widespread and had a profound effect on all areas of Western culture.

Among the Western scientists V. Dilthey, H. Ehrenfels, O. Shpengler, A. Toynby, P. Sorokin should be noted. In the view of these scholars, values need to be analyzed clearly, not abstractly. Then it will be easier to determine their origin, essence and forms of manifestation. This is a remarkable idea that is being creatively used by modern valuers.

Problems of modernization of axiological education N. Shodiev, A. Ch. Choriev, N. S. Qiyomov, X. A. Shayxova, B. G'. Ziyomammedov, Z. D. Davronov, Q. N. Nazarov, M. Tojiev, M. M. Qahhorova, G. H. Tillaeva, Researched by scientists such as D. Habibullaeva and B. H. Khodjaev. Also, the data and theories on the problem were interpreted by philosophers Aristotle and Lucius Annie Seneca as a category of value, recognizing axiological views as the moral perfection of the human psyche.

In the history of Central Asian pedagogy, in the views of Kaikovus, Abu Nasr Farobi, Najmiddin Kubro, Imam al-Bukhari and Alisher Navoi, the importance of education in the struggle for a prosperous marriage, good and evil, not only the family, but also the whole community ideas of responsibility were put forward. Also, Jan Amos Comenius, Johann Henryk Pestalozzi and Vasily Alexandrovich Sukhomlinsky.

Good manners cover up the outward and even inward flaws of a person, giving purity, elegance and goodness to his behavior and social relations. Diagnosing these processes and gradually studying the dynamics of axiological learning in the process of strategic development not only serves to improve the quality of the learning process, but also requires good skills from the teacher.

In history courses, students express their condolences to the people who created the Motherland and increased its spiritual and material wealth. They interact directly with the character of the past, thinking about their generalizing and distinguishing aspects with him, and how he might behave when he is in his place.

At any stage of working with the textbook and documents, the following questions are relevant: How do you feel about these events? Who would you support in this situation? Explain why? By answering such questions about the material of historical events that have taken place, students acquire the skills to analyze situations, model participants' positions, and understand their roles.

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