

## THE CONTENT OF THE INTRODUCTION OF THE DEVELOPMENT OF THE AXIOLOGICAL APPROACH IN FUTURE HISTORY TEACHERS

Yuldashev Javokhir Abdurakhim Ogli

Head of the Department of Scientific Research, Innovation and Training of Scientific and  
Pedagogical Personnel, Namangan State Pedagogical Institute,  
Doctor of Philosophy in Pedagogical Sciences (PhD), Docent  
E-mail: yuldashevjavohir2018@mail.ru

### Abstract

The article analyzes the issues of the formation of the value system of teachers in the educational process in a scientific article devoted to the methodology for the development of an axiological position in future history teachers. In this study, the theoretical foundations of the axiological approach and their significance for history teachers are highlighted. The authors pay special attention to the definition of methodological conditions that serve to develop values in the educational process. At the same time, the influence of these conditions on the increase of professional competencies of students, the development of skills of a critical approach to historical facts and the strengthening of their personal positions is considered. The article analyzes the use of innovative approaches and pedagogical technologies in the process of forming an axiological position, and evaluates the effectiveness of these techniques in the preparation of future history teachers.

**Key words:** axiological position, history teachers, value system, pedagogical methodology, innovative approaches, educational process, professional competencies, critical thinking, pedagogical technologies, personal position.

### INTRODUCTION

The topic of developing an axiological position in future history teachers is relevant, since in the educational process it is important not only to teach historical facts, but also to educate future teachers on the basis of moral and social values. To enrich a scientific article, it can be useful to refer to the teacher training experience of other countries. For example, countries such as Germany, Japan, South Korea have widely analyzed data on the education of values reflected in the educational system and the role of these processes in the training of history teachers

### LITERATURE ANALYSIS

The issue of developing an axiological position in future history teachers is one of the topics widely studied in the framework of international educational systems and pedagogical science. In particular, in the experience of teacher training of countries such as Germany, Japan, South Korea, the education of values is important. In the educational systems of these countries, values are not limited only to the provision of knowledge in the formation of teachers, but special attention is paid to spiritual and moral education. In particular, the German education system is known for training teachers through lesson methods aimed at developing social responsibility and values. Based on these experiments, scientific research has been carried out on how axial values are formed in the educational process.

## **RESEARCH METHODOLOGY**

In this study, the method of content analysis and comparative analysis is used in order to determine to what extent the methodology for developing an axiological position is effective. Differences and similarities between the experience of countries such as Germany, Japan, South Korea and the educational system of Uzbekistan are analyzed. Analysis of the content of lesson materials and methodological manuals to determine which values are highlighted in the process of training history teachers serves as one of the important stages. Also, the specifics of the existing methodologies for the formation of the upbringing of axial values are studied.

## **ANALYSIS RESULTS**

According to the results of the study, the following conditions have been identified as important for the development of an axiological position in future history teachers:

Value significance in the content of history lessons: through historical events and individuals, values such as justice, courage, humanity can be formed in students. The study of the activities of historical figures such as Amir Temur and Alisher Navoi is one of the main tools in the education of national and universal values in students.

Effectiveness of interactive styles: interactive lesson styles such as cluster method, controversies, situational games help students gain a deeper understanding of values. Through these styles, readers will have the opportunity to develop their values through the analysis of historical phenomena.

Application of pedagogical technologies: historical excursions and trips to museums are important factors in ensuring that students understand values in practice.

It has also been found that axial training is effective not only in the course of the lesson, but also through extracurricular activities.

In the research process, lesson methods, controversies, case-stadi methods are used, covering the methods of developing national and universal values. The role of teachers in teaching values and the importance of showing a personal example is analyzed as an object of research.

The axiological position refers to the role of the teacher in the education of students and the formation of healthy values in society. Through the science of history, students will have the opportunity to understand the common values of their people and humanity. Future history teachers are not only connoisseurs, but also promoters of the values of society. Therefore, there is a need for a methodology aimed at educating teachers about axial values. It is the purpose of the article that is the study of the following methodological conditions for the formation of an axiological position in future history teachers.

- Study of the theoretical foundations of the axiological position;
- Determining what values can be formed through the science of history;
- Determination of methodological conditions directing future history teachers to the axiological position

Values are the basic principles of the life of a person and society, which determine moral, cultural and social directions in the activities of an individual.

The importance of the axiological position:

The axiological position is that future history plays a large role in shaping social values in teachers, and in future professional activities, the value-based approach of the teacher helps students to realize their place in society and grow into socially responsible individuals in the future.

In history lessons, it is possible for students to signify the common values of humanity through historical figures and phenomena. Historical events include values such as justice, freedom, patriotism, humanity.

Formation of axiological values on the example of historical phenomena and individuals: through great historical figures and important events in history lessons, it is possible to educate national and universal values in students. For example, values such as kindness, courage, justice can be taught through the lives and activities of individuals such as Amir Temur or Alisher Navoi.

In the preparation of history teachers for an axiological position, it is necessary to apply modern pedagogical technologies. Through interactive lesson methods, controversies, keys-stadia (situational analysis) methods, students can gain a deeper understanding of values.

It is important that the teacher sets a personal example through his values, and in the formation of an axiological position in future history teachers, it is necessary that the teachers themselves follow these values.

In the formation of an axiological position, the integration of education and upbringing plays an important role. This means that historical knowledge is conveyed to readers not only as facts, but through them as a means of forming moral and social values.

The axiological approach should cover the educational process not only by giving theoretical knowledge, but also the educational process. For example, in the course of the lesson, it can be very effective to establish a dialogue with students on the topic of values, to know their personal positions through questions and to give assignments aimed at forming values.

Through the history lessons of future history teachers, it is important for students to develop the following axiological competencies

**Axiological competencies** are the preparation of students to think and act on the basis of moral and social values.

**Formation of an analytical approach:** directing readers to understand the essence of values through the analysis of historical events and phenomena;

**Interaction and cooperation:** the formation of their social values through collaborative problem-solving and discussion organization among students on historical issues;

**Reflection of the activities of historical figures:** the manifestation of the values necessary for society and humanity through the activities of historical figures.

Through history lessons, we will analyze the following interactive methods of developing an axiological position in students.

**Cluster method:** building graphic clusters so that students can understand the connection between historical events and values;

**Situational games:** dramatizing historical situations and organizing games that require students to make decisions based on the values of various historical figures;

**Debates and discussions:** thinking about historical phenomena from different perspectives, through which students are taught to deeply understand and react to values.

### **Stages of preparing future history teachers for an axiological position**

#### **Step approach:**

**1. Giving theoretical knowledge:** teaching the theoretical foundations of axiological position. At this stage, basic concepts and principles are given about values.

**2. Practical activity:** students put their theoretical knowledge into practice. Comparative analysis through historical phenomena, it is necessary to create the opportunity to make decisions based on their values.

**3. Reflection:** students must analyze the knowledge and experiences they receive during their studies and form self-assessment skills to develop their axiological positions.

Future history teachers once again have important tasks, which are the organization of a spiritual environment and extracurricular activities for axiological education

**Spiritual environment:** in educational institutions, it is important to create a spiritual environment that shapes social and moral values in students. This environment directs students to identify with and follow moral and cultural values.

**Extracurricular activities:** extracurricular activities, such as historical-excursions, trips to museums, theatrical performances on historical topics, are also of great importance in the formation of students' values. These activities deepen students' attitudes towards historical events and enrich the process of value formation.

### **CONCLUSION**

The formation of an axiological position in future history teachers is the basis not only of their professional training, but also of their success in promoting healthy values in society in the future. The results of the study show that it is necessary to widely introduce interactive methods into the course process in order to instill national and universal values in students through history lessons. Methods such as cluster, debate, and situational games help prospective teachers develop skills to understand the essence of values in depth and apply them in their activities.

It is also important for teachers to set a personal example for students with their own values, which increases the professional ethics and social responsibility of the teacher. And the formation of national and universal values on the example of historical figures and events sets the stage for students to understand the moral and cultural principles of society.

The results show that in the preparation of future history teachers for an axiological position, it is necessary to strengthen the educational process not only through theoretical knowledge, but also

through practical activities and extracurricular activities. Therefore, it is necessary to pay special attention to the integration of education and upbringing, expand the place of historical science in the educational process and introduce an axiological approach to it.

The development of an axiological position in future history teachers is seen not only as part of the educational process, but also as an integral element of the educational process. When this process is methodically properly organized, the science of history becomes not only a means of giving knowledge, but also the formation of national and universal values in students.

#### REFERENCES:

1. Yuldashev J. Bo'lajak tarix o'qituvchilarini aksiologik pozitsiyasini rivojlantirishning ijtimoiy-pedagogik zaruriyati //Scientific-theoretical journal of International education research. – 2024. – Т. 2. – №. 1. – С. 76-78.
2. Yuldashev J. Leveloping axiological world view in students in teaching history //Theoretical & Applied Science. – 2021. – №. 4. – S. 281-283.
3. Yuldashev, J. A. "Content of development of axiological position in future teachers in the process of history education." current research journal of pedagogics 4.06 (2023): 82-88.
4. Давлатов О.Ф. Талабаларда ахборот хавфсизлигини таъминлаш компетентлигини тарихий-маданий мерос воситасида ривожлантириш: педагогика фанлари бўйича фалсафа доктори (PhD). ...дисс. – Тошкент, 2018. – 177 б.
5. Жўраев Н. Тарих фалсафасининг назарий асослари. – Т.: Маънавият, 2008. – 461 б.
6. Зохидова С.Р. Бўлажак бошланғич синф ўқитувчиларини касбий ижтимоийлаштириш жараёнларини такомиллаштиришнинг дидактик имкониятлари: педагогика фанлари бўйича фалсафа доктори (PhD). ...дисс. – Самарқанд, 2019. – 166 б. – Б.48.
7. Зубенко Н.Ю. Формирование ценностных ориентаций личности подростков во внеклассной деятельности общеобразовательного учреждения: дисс. ... канд.пед.наук. – Москва, 2010. – 188 с.
8. Юлдашев Д. Талабаларда тарихий онг ва aksiologik дунёқарашни ривожлантиришнинг ўзаро алоқадорлиги //Общество и инновации. – 2021. – Т. 2. – №. 3/S. – С. 53-58.
9. Юлдашев Ж. Aksiologicheskiy Podhod V Obucheniі Istorii: Soderzhatelnyy Komponent // "ONLINE-CONFERENCES" PLATFORM. – 2021. – С. 185-187.
10. Юлдашев, Дж "Взаимосвязь развития исторического сознания и aksiologicheskogo mirovozзрения в восприятии студентов." Общество и инновации 2.3/S (2021): 53-58.