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THE CONTENT - ESSENCE OF THE CONCEPT OF AXIOLOGICAL APPROACH

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Abstract

This article presents some thoughts on the content - essence of the concept of "Axiological approach". The laws of axiology are a very broad concept, encompassing a number of social and spiritual features. In the history of science, there are a lot of ideas and views on universal human values, the principles of axiology. The diversity of ideas and views in this area is naturally the result of the specifics of the East and the West, different perspectives on values. Valuable thoughts on various aspects of the topic under consideration can be found in the works of medieval scholars, as well as scientists who have gained world attention.

Keywords. Axiology, pedagogical axiology, axiological approach, research competence, research, values and attitudes, education.

Introduction

On the basis of the axiological approach of the object of interpretation, the development of research competencies in students, the development of scientific research competencies for the fullest illumination of its essence and the development of scientific concepts of "yadro" for the fullest illumination of its essence ensure the correct and effective interpretation of scientific and pedagogical philosophy. For this reason, it was suggested that the interpretation of the following theoretical concepts from the point of view of pedagogical defects, arising from the general essence of the theory, made it possible to achieve the expected result: axiological approach, competence, research competence.

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According to pedagogical sources, the axiological approach is defined as follows: axiology (Greek, "axio" - value and "logos" - science, teaching) - value studies; the science of values. Axiology is a system of knowledge about values accumulated on the basis of axiological consciousness, sense of value, axiological cognition, value approach, etc. [1.B.47].

Literature Review and Methodology

Philosophy: An Annotated Dictionary attempts to define a criterion that summarizes the various definitions and descriptions given to the concept of value. It is concluded that the concept of 'values' has been used in most philosophical systems in relation to the highly advanced form of development of things that are important to man" [2.419]. At this point, we witness a more socio-philosophical approach to the concept of "value" in the scientific literature. From the axiological point of view, emphasis is placed on the property of values as a social criterion that emerges as a generalized and holistic phenomenon. Such descriptions emphasize the priority of social analysis, the importance of values in the development of people in heart and spirit, enriching the inner world, purifying the soul, strengthening faith and stimulating feelings of conscientiousness and justice.

According to T.P. Zhukova, "values express personal formations, determine the subjective attitude of the individual to social reality and the content of its direction. Also, motivation for life activities has a positive effect on all aspects of the subject's activity and the individual's perception of the social situation, forming the basis of subjective attitudes towards other people and oneself".

A. Disterveg outlined a number of values without which the personality of the teacher cannot be imagined. These are the organization, accuracy, striving to be an example in conscientious performance of their duties, which are manifested in the teacher's pedagogical activity.

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A. A. Boltaev admits that "the axiological approach provides a system of orientation to the interests and aspirations of an individual, a hierarchy of individual benefits (pramaticism), a motivational program of activity, serves to form a system of value orientation in students, determines the degree of readiness to implement his life and professional plans". Sh.Z. Taylanova notes that the axiological approach is the highest value of society, the ability to integrate theoretical and philosophical knowledge about national and universal values into the new teaching, modern pedagogical methodology. In our opinion, in the development of an axiological approach, contexts, exercises and assignments, orientation towards the acquisition of national, spiritual, universal values in independent education are the main criteria for the development of educational tools, self-management and self-awareness of future teachers, developing the behavior, humanism, conscious verbal social formation, the motivation for valuable activities.

Discussion and Results

E.N. Shiyanov defines the values of pedagogical activity as follows: "the means that allow satisfying the material, spiritual and social needs of the teacher, the goals that serve as a guide for his social and professional activity mean the values of pedagogical activity". Analysis of research in the field of pedagogical axiology and attention to the fact that the pedagogical process consists of educational and educational activities allowed us to conclude that the axiological aspects of training teachers of the future primary education include a group of educational and educational core values.

Axiological approach is a theoretical and methodological direction that ensures the formation of a person on the basis of moral, spiritual and cultural values in the educational process. This approach serves the formation of pupils as socially, morally and professionally mature individuals [3.B.516].

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A. Kaldibekova and B. Khodjaeev believe that pedagogical axiology is a field of pedagogical knowledge that discusses educational values and implements a value-based approach to education, recognizing man and education as values[4.B.88]. According to M. Khushnazarova, the concept of axiological attitude is a values-based cognitive, emotional and volitional approach to socio-pedagogical practice, which is formed in the process of pedagogical education, which is the level of understanding of the future teacher's understanding of universal and professional values such as humanism, justice, compassion, tolerance, social responsibility, and the process of acting on the basis of them"[5.B.15].

N. Ashiytok approaches the concept of axiological approach as follows: "The axiological approach is the methodological basis of pedagogical practice and **the educational process, aimed not only** at the transfer of knowledge, but also at the formation of socio-spiritual, moral values of the individual. This approach impresses pedagogical activity *on human values* and inextricably links the content of teaching with spiritual goals"[6].

According to M. Boltaeva and O. Khudoyberieva, the axiological approach is **a set of pedagogical principles aimed at the formation of spiritual and moral development, social activity and humanistic qualities** of an individual through a system of values in the educational process.

An analysis of the above definitions, although they have different views, has a generalizing aspect in terms of content. That is, all authors interpret the concept of the axiological approach as a "master of value."

Also, the concept of axiological approach was studied by other scholars, including P. Freire, J. Dewey, V. A. Sukhomlinsky, who emphasized the humanistic and value-oriented features of education. In modern pedagogy, researchers such as L.I. Ruvinsky, N.D. Nikandrov, Z.I. Ravkin, B.T. Likhachev have studied the role of axiological approach in the pedagogical process, indicating its role in the spiritual and moral formation of the individual. They

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argue that values are the main factor that regulates human behavior and communication. The axiological approach expresses that in education it is not limited to imparting knowledge, but serves to enrich the world of the student's inner values, to his spiritual and moral development.

Pedagogical axiology is a branch of pedagogy related to values (axiology) that studies the formation of human, cultural and professional values in the process of education and upbringing. The main pedagogical values are divided into: universal values (humanitarianism, respect, peace-loving); national values (cultural heritage, historical memory, patriotism); Professional values (honesty, responsibility, creativity, constant self-development).

Based on theoretical analysis, the author's approach to the concept of axiological approach can be put forward as follows: "The axiological approach is a conceptual approach that serves to understand, evaluate and direct the activities of the individual and society through the system of values, it is an approach aimed at designing and managing the educational process on the basis of values, forming in the student stable spiritual criteria and a conscious life position."

Based on the above theoretical analysis, on the basis of an axiological approach, special attention was paid to the following aspects of the development of research competencies in students:

- elimination of alienation and psychological barriers in the future pedagogical process by achieving the socialization of the psychological mobility of the individual, teachers;
- solving certain problems of theoretical knowledge through the use of research competencies based on an axiological approach;
- increasing the readiness of participants in pedagogical activities for research activities on the basis of the development of axiological mastery;
- to become accustomed to solving problems of axiological content in a timely manner;

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- formation of sensitivity to the perception of the axiological essence of behavior and behavior;
- development of perseverance in the research process, the ability to have a clear position on the basis of the formation of certain value areas in the personality of the future teacher;
- to pay attention to the fact that the future teacher belongs to a particular group and the relationship between the group and the members of the group team, and the use of the possibilities of an axiological approach in this process;
- Positively influencing the future primary school teacher's process of adaptation and integration into society.

In the development of research competencies in students based on an axiological approach, the main axiological concepts include: value, value consciousness, value attitude, value behavior, value mastery, value orientation.

Consciousness reflects a higher value in itself. The concept of "consciousness" was translated from the Latin *conscire* – to know, to be aware, as opposed to the unconscious and subconscious state, which is used to perceive the place of the spirit in itself.

Value consciousness - a form of reflection of the objective being, which allows to determine the subjects of the sphere of one's life in a moral and spiritual way; the unity of psychological processes that actively participate in man's perception of the world and his personal world on the basis of the reflection of existence as a world of spiritual values.

A value-based attitude is a student's internal position, reflecting the interrelation of personal and social significance.

Value workshop is the degree of readiness of the student for educational activities as a teacher in relation to his/her inner position and specific values.

Value orientation - the student's assimilation of personal values; changing negative attributes to positive on the basis of mastered values; the ability of the demand to self-determine, its own activities, design and self-prediction. In

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relation to social values of personal significance, the environment is viewed as the subject's assessment. A value-oriented orientation reveals a goal, an interest, a need, reflecting ideas that characterize an individual's beliefs.

Conclusion

The axiological approach relies not only on the student's experience, but primarily on the historical experience accumulated by mankind. It is a system of norms and criteria that sets the limits of each person's spiritual activity.

In the axiological approach, it is important to determine what the participants in the educational process should strive for and what result they should achieve. The goal is realized as a system of specific tasks. The goals and objectives are intertwined, and they fit together as parts.

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