

PAPER

AXIOLOGICALLY GROUNDED EDUCATIONAL TECHNOLOGY FOR DEVELOPING UNIVERSAL HUMAN VALUES IN FUTURE PRIMARY SCHOOL TEACHERS

Egamberdiyeva Lobarxon Olimjonovna^{1,*}

¹ Farg'ona davlat universiteti mustaqil tadqiqotchisi

* lobarxon22@gmail.com

Abstract

This article provides a scientific and theoretical analysis of an axiologically grounded educational technology aimed at developing universal human values in future primary school teachers. The role of the axiological approach in the educational process, its pedagogical and psychological potential, and its impact on the professional development of prospective teachers are substantiated. The study employs theoretical analysis, comparison, and generalization methods. The findings demonstrate the necessity of implementing value-oriented educational technologies in the system of primary teacher education.

Key words: axiological approach, universal human values, primary education, future teacher, educational technology, professional competence

INTRODUCTION

Contemporary globalization processes, together with the socio-economic, cultural, and spiritual transformations observed across all spheres of social life, impose fundamentally new qualitative and substantive demands on the education system. Education is no longer limited to the mere transmission of knowledge; rather, it is increasingly perceived as a complex pedagogical process aimed at the holistic development of

the individual, including the formation of social engagement, moral positioning, and professional responsibility. This tendency is particularly evident in the system of training future primary school teachers, where the significance of value-oriented education has substantially increased.

The primary education stage represents a crucial period in which a learner's moral values, social behavior, and spiritual worldview are formed. Therefore, the personal qualities of teachers working at this level, their attitudes

Compiled on: December 17, 2025.

Copyright: ©2025 by the authors. Submitted to *Advances in Science and Education* for possible open access publication under the terms and conditions of the [Creative Commons Attribution \(CC BY\) 4.0 license](#).

toward universal human values, and the extent to which these values are manifested in pedagogical practice serve as decisive factors in determining the effectiveness of the teaching and learning process. This circumstance necessitates the systematic and purposeful development of universal human values within the professional preparation of future primary school teachers.

Within this context, the axiological approach emerges as a key methodological framework that enables the organization of educational content based on a structured system of values. The axiological approach focuses on the formation of value-based attitudes in the pedagogical process, fostering their conscious comprehension and consistent application in professional practice. As a result, future teachers develop stable personal and professional qualities such as humanism, justice, responsibility, tolerance, and social solidarity, which are essential for effective pedagogical activity.

LITERATURE REVIEW

In pedagogical theory and practice, the issue of forming universal human values has been extensively examined by numerous scholars. Their theoretical perspectives substantiate the methodological significance of the axiological approach in the professional training of future primary school teachers.

L.S.Vygotsky emphasizes that the value-based development of personality within the educational process is directly conditioned by the socio-cultural environment. According to his theoretical framework, values do not emerge in a ready-made form in individual consciousness; rather, they are internalized through social interaction, communication, and collaborative activity. This perspective provides a scientific rationale for prioritizing reflective and cooperation-oriented educational technologies in the development of universal human values among future teachers.

J.Dewey conceptualizes education as a process of value formation grounded in personal experience. He argues that moral and social values are shaped not merely through theoretical instruction but primarily through engagement in real-life problem-solving situations. This viewpoint justifies the use of activity-based and problem-oriented teaching methods within axiologically grounded educational

technologies.

J.Bruner associates intellectual and moral development with active cognitive engagement. From his standpoint, learners acquire knowledge and values not through passive reception but through independent discovery. This position highlights the importance of constructivist approaches in fostering conscious and sustainable value formation among future primary school teachers.

Within the framework of humanistic psychology, A.Maslow explains value development as closely linked to the higher levels of the hierarchy of needs. He contends that humanistic and moral values emerge as an individual increasingly strives for self-awareness and self-actualization. This approach underscores the necessity of creating educational environments that promote personal growth and reflective learning in teacher education programs.

Sh.Amonashvili, representing humanistic pedagogy, asserts that the moral character of the teacher serves as a decisive factor in the educational process. He maintains that unless universal human values are deeply internalized by the teacher, their effective transmission to students remains limited. This view substantiates the treatment of axiological preparation as an integral component of professional training for future primary school teachers.

V.A.Slastyonin interprets professional pedagogical training as a process inherently connected with the value orientation of the individual. According to him, a teacher's professional competence is determined not only by methodological knowledge but also by moral stance and social responsibility. This argument reinforces the professional and pedagogical relevance of axiologically grounded educational technologies.

E.Fromm interprets humanistic values as the result of an individual's conscious relationship with society. He argues that values such as freedom, responsibility, and humanism become stable only when they function as internal needs rather than externally imposed obligations. This perspective points to the necessity of developing pedagogical mechanisms that facilitate the conscious acceptance of values among future teachers.

N.E.Shchurkova conceptualizes the educational process as an activity aimed at understanding,

evaluating, and adopting values as a personal position. She emphasizes that for values to manifest as behavioral norms, reflective assessment mechanisms must be systematically integrated into the educational process.

Within the competence-based approach, I.A.Zimnyaya regards values as a structural component of both personal and professional competence. She asserts that the effectiveness of pedagogical activity is determined not only by knowledge and skills but also by an individual's value orientations and moral attitudes. This viewpoint provides a scientific foundation for the systematic development of value-based competencies in future primary school teachers.

Uzbek scholar R.H.Jo'rayev considers moral and ethical preparation to be an inseparable component of professional teacher education. He emphasizes that teaching activity is intrinsically linked to the transmission of society's moral values across generations, necessitating the harmonious integration of national and universal human values within teacher training systems.

ANALYSIS AND RESULTS

The axiological approach is grounded in the interpretation of the individual as an active subject within the pedagogical process who perceives values, evaluates them, and expresses them through practical activity. Within this framework, the educational process is organized in close connection with the learner's personal needs, intrinsic motivation, belief system, and the development of social responsibility. Thus, the axiological approach conceptualizes education not merely as a cognitive activity, but as a process of moral and ethical development of the individual.

The analysis of scientific and pedagogical research indicates that the axiological approach serves as a significant methodological foundation in the professional preparation of future specialists, as it strengthens value orientation and enriches professional activity with moral meaning. Particularly in teacher education, this approach enables the alignment of professional pedagogical practice with humanistic ideals and ensures a learner-centered orientation in the educational process.

Universal human values represent a system

of moral and normative principles that have maintained their significance throughout all stages of human development and remain common to all societies regardless of national, cultural, or regional distinctions. These values function as essential criteria in the formation of personality, in social interaction, and in professional activity.

In the pedagogical practice of primary school teachers, universal human values emerge as a leading factor determining the essence and direction of the teaching and learning process. Specifically, qualities such as respectful attitudes toward learners, adherence to principles of justice and objectivity in educational interactions, the creation of a collaborative learning environment, and a deep awareness of social responsibility are formed on the basis of universal human values. Therefore, the conscious development of these values among future primary school teachers should be regarded as one of the priority directions of pedagogical training.

An axiologically grounded educational technology aimed at developing universal human values in future primary school teachers consists of a set of interrelated structural components. The target component focuses on shaping value orientation and ensures that students adopt universal human values as guiding principles in their professional activity.

The content component encompasses a system of pedagogical knowledge, concepts, and ideas reflecting universal human values. The activity component promotes active learner engagement through the application of interactive, reflective, and problem-based teaching methods, enabling the acquisition of values through practical experience. The assessment component is organized on the basis of criteria and indicators designed to determine the level of development of value-based competencies and to monitor the dynamics of students' personal and professional growth.

The effectiveness of this technology is determined by its reliance on learners' personal experience, reflective thinking, and independent evaluative activity, which collectively ensure the conscious, consistent, and sustainable internalization of values. In conclusion, the process of developing universal human values in future primary school teachers necessitates

the organization of education on the basis of axiologically grounded technology. This approach integrates professional training with moral and ethical development and contributes to the formation of a value-oriented pedagogical stance, thereby enabling a comprehensive and effective response to the social, professional, and moral demands placed on teachers within the contemporary education system.

REFERENCES

1. Vygotsky, L. S. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press, 1978, pp. 52–91.
2. Maslow, A. H. *Motivation and Personality* (2nd ed.). New York: Harper & Row, 1970, pp. 97–123.
3. Bruner, J. S. *The Process of Education*. Cambridge, MA: Harvard University Press, 1960, pp. 33–57.
4. Amonashvili, Sh. A. *Humanistic Pedagogy: Theory and Practice*. Moscow: Pedagogika, 1996, pp. 41–68.
5. Slastyonin, V. A. *Pedagogy: Theory and Methodology of Professional Education*. Moscow: Akademiya, 2002, pp. 112–136.
6. Fromm, E. *Man for Himself: An Inquiry into the Psychology of Ethics*. New York: Rinehart & Company, 1947, pp. 64–98.
7. Jo'rayev, R. H. *Pedagogik ta'limda ma'naviy-axloqiy tayyorgarlik masalalari*. Tashkent: Fan va texnologiya, 2018, pp. 45–72.
8. Muslimov, N. M. *Professional Formation of the Teacher's Personality*. Tashkent: Teacher Publishing House, pp. 97–104.