

Formation of pedagogical values in moral education teachers based on an axiological approach

Boburmirzo Nomonjon-o'g'li Gaybullayev
University of Business and Science

Abstract: This article examines the pedagogical foundations, methodological principles, and practical significance of forming pedagogical values in Moral Education teachers based on an axiological approach. In modern educational reforms, special attention is paid to the development of teachers' professional competence, moral culture, and value-oriented pedagogical activity. The axiological approach serves as an important methodological basis for strengthening teachers' professional values, humanistic worldview, spiritual culture, and ethical responsibility.

Keywords: axiological approach, pedagogical values, Moral Education teacher, professional competence, educational process, value orientation, pedagogical ethics, spiritual education, innovative pedagogy

INTRODUCTION

In the twenty-first century, the rapid development of globalization, digital technologies, and socio-cultural transformations has significantly influenced educational systems around the world. Modern education is no longer limited to the transmission of academic knowledge and professional skills; instead, it increasingly focuses on the formation of moral consciousness, civic responsibility, spiritual maturity, and value-oriented thinking among young people. In this context, the role of teachers has become more complex and socially significant. Teachers are expected not only to provide quality instruction but also to serve as moral role models capable of guiding students toward ethical behavior, social responsibility, and respect for universal human values. Particularly, Moral Education teachers occupy a special place in the educational system because they directly influence students' moral development, worldview, interpersonal culture, and spiritual identity. Therefore, strengthening the pedagogical values of Moral Education teachers is considered one of the priority tasks of contemporary pedagogical science.

The concept of the axiological approach has gained considerable attention in modern educational research due to its emphasis on values as the foundation of human activity and professional development. Axiology, as the philosophical study of values, investigates the nature, structure, hierarchy, and significance of moral, cultural, and professional values in human life. In pedagogical contexts, the axiological approach allows researchers and educators to analyze education as a value-oriented process

aimed at developing ethical responsibility, humanistic attitudes, tolerance, patriotism, and social cooperation. This approach is especially important in teacher education because professional pedagogical activity cannot be effective without a strong system of moral and pedagogical values. Teachers who possess developed pedagogical values demonstrate greater professional responsibility, empathy, communicative culture, and educational effectiveness. Consequently, the formation of pedagogical values based on the axiological approach contributes not only to teachers' professional competence but also to the overall moral climate of educational institutions.

In recent years, educational reforms implemented in Uzbekistan have highlighted the importance of improving the quality of moral and spiritual education. The national development strategies of the country emphasize the necessity of educating intellectually competent, spiritually mature, and socially active youth capable of contributing to the sustainable development of society. Under these conditions, the professional preparation of Moral Education teachers requires innovative pedagogical approaches that integrate national traditions, universal human values, and modern educational technologies. However, practical observations indicate that some teachers experience difficulties in applying value-oriented pedagogical methods, maintaining professional ethics, and organizing spiritually rich educational environments. This situation demonstrates the need for scientific research aimed at developing effective mechanisms for forming pedagogical values among teachers through axiological principles. Therefore, this study focuses on identifying the pedagogical conditions, methodological foundations, and practical opportunities for developing pedagogical values in Moral Education teachers based on an axiological approach.

LITERATURE REVIEW

The issue of values and value-oriented education has been widely studied in philosophy, psychology, and pedagogy. The axiological approach emerged as an important scientific direction that investigates the role of values in human life, professional activity, and social development. In educational sciences, this approach is considered one of the methodological foundations for shaping morally mature, socially active, and professionally competent individuals. Researchers emphasize that pedagogical activity cannot be separated from ethical norms, spiritual ideals, and professional values because teaching is inherently a humanistic and socially responsible profession.

Among foreign scholars, John Dewey made a significant contribution to the development of value-oriented education. Dewey viewed education as a social and moral process aimed at preparing individuals for democratic participation and responsible citizenship. According to his ideas, teachers should create educational environments based on cooperation, respect, and active participation. Dewey argued that educational processes become effective only when they are connected with

students' real-life experiences and moral development. His pedagogical concepts laid the foundation for modern humanistic and competency-based education systems.

An important contribution to the theory of values was also made by Viktor Frankl, who emphasized the significance of meaning and spiritual values in human existence. Frankl's theory explains that individuals achieve personal fulfillment through responsibility, moral choice, and the search for meaning. These ideas are highly relevant to pedagogical activity because teachers influence students not only intellectually but also spiritually and emotionally. Frankl's humanistic perspective supports the necessity of developing moral responsibility and ethical consciousness in teachers through value-oriented pedagogical approaches.

German philosophers such as Max Scheler and Nicolai Hartmann also played a major role in shaping axiological theory. Scheler developed the hierarchy of values and classified values into moral, spiritual, aesthetic, and social categories. Hartmann expanded the philosophical understanding of ethics and value systems, emphasizing that values regulate human behavior and social relations. Their theoretical ideas became methodological foundations for later pedagogical research devoted to professional ethics and value formation.

Russian pedagogical scholars extensively investigated the relationship between professional competence and pedagogical values. V.A.Slastenin considered pedagogical values as an essential component of teachers' professional culture and pedagogical mastery. According to Slastenin, professional competence includes not only methodological knowledge and practical skills but also teachers' moral attitudes, communication culture, and ethical responsibility. E.V.Bondarevskaya focused on personality-oriented education and emphasized that the educational process should support students' individuality, dignity, and spiritual development. Her research demonstrated that teachers' value orientations directly influence the effectiveness of educational interaction and students' personal growth.

I.F.Isaev studied the concept of professional-pedagogical culture and identified pedagogical values as one of its central structural components. He argued that pedagogical culture reflects teachers' professional worldview, ethical behavior, creativity, and social responsibility. According to Isaev, value-based professional preparation increases teachers' ability to organize humanistic and student-centered educational processes. These scientific ideas confirm that the formation of pedagogical values is closely related to teachers' professional competence and educational effectiveness.

Uzbek scholars have also devoted considerable attention to moral education, spiritual development, and value-oriented pedagogy. Research conducted by O.Musurmonova emphasizes the importance of national values, spirituality, and moral education in shaping harmoniously developed individuals. Her studies highlight the

necessity of integrating cultural traditions and ethical principles into educational processes. Similarly, N.Saidakhmedov investigated innovative pedagogical technologies and their role in developing independent thinking, creativity, and communicative competence among students and teachers.

Educational reforms carried out in Uzbekistan have further strengthened scientific interest in value-based teacher education. The educational policy of New Uzbekistan pays special attention to the spiritual and moral preparation of teachers capable of educating intellectually advanced and morally responsible generations. In this regard, researchers emphasize the importance of combining universal human values with national educational traditions in teacher training systems.

Despite numerous studies devoted to pedagogical competence, professional culture, and moral education, the issue of forming pedagogical values in Moral Education teachers based on an axiological approach remains insufficiently researched in practical and methodological aspects. Existing studies mainly focus on theoretical interpretations of values, while limited attention is paid to developing specific pedagogical mechanisms, technologies, and educational conditions for strengthening teachers' value orientations. Therefore, this research aims to contribute to the scientific understanding of value-based teacher education by identifying effective approaches to forming pedagogical values among Moral Education teachers within the framework of axiological methodology.

RESEARCH METHODOLOGY

This research was conducted on the basis of modern pedagogical, axiological, and competency-based approaches aimed at studying the formation of pedagogical values among Moral Education teachers. The methodological framework of the study combines theoretical, empirical, and analytical methods that allowed a comprehensive investigation of value-oriented pedagogical processes. The study particularly focused on identifying the pedagogical conditions, professional factors, and educational technologies that influence the development of pedagogical values in teachers.

The research is grounded in the principles of the axiological approach, which considers values as the central component of professional pedagogical activity. Within this framework, the teacher is viewed not only as a specialist who transfers knowledge but also as a carrier of moral culture, ethical standards, and social responsibility. In addition, the competency-based approach was used to analyze teachers' professional development, while the personality-oriented approach helped to evaluate the influence of individual characteristics, professional motivation, and reflective thinking on value formation.

Several scientific methods were applied during the research process:

- theoretical analysis of philosophical, psychological, and pedagogical literature;
- comparative analysis of national and international scientific approaches;

- pedagogical observation;
- synthesis and generalization of scientific ideas;
- qualitative analysis of pedagogical experiences;
- competency-based and axiological interpretation of educational processes.

The theoretical analysis method was used to examine scientific concepts related to axiology, pedagogical values, teacher competence, moral education, and professional ethics. Through comparative analysis, the views of foreign and local scholars on value-oriented education were studied and systematized. Pedagogical observation enabled the identification of practical aspects of teachers' professional behavior, communication culture, and ethical interaction within the educational environment.

The research also relied on the principles of systematicity, objectivity, continuity, and humanism. The principle of systematicity allowed pedagogical values to be analyzed as an interconnected component of teachers' professional competence. The principle of objectivity ensured impartial evaluation of scientific sources and pedagogical practices. The principle of continuity emphasized the ongoing nature of professional self-development and value formation in pedagogical activity. Humanistic principles were applied to evaluate the role of moral respect, cooperation, tolerance, and social responsibility in educational relationships.

Special attention was paid to innovative pedagogical technologies that support value-oriented teacher development. Reflective learning methods, interactive educational technologies, collaborative learning, problem-based instruction, and case-study approaches were analyzed as effective mechanisms for strengthening pedagogical values. These methods contribute to the development of critical thinking, professional responsibility, communicative culture, and ethical decision-making skills among teachers.

RESULTS AND DISCUSSION

The results of the study show that the formation of pedagogical values in Moral Education teachers based on an axiological approach is a multifaceted and continuous process that is closely connected with their professional competence, moral worldview, and pedagogical culture. Analysis of theoretical sources and pedagogical practice indicates that teachers who possess a strong system of values demonstrate higher levels of responsibility, ethical behavior, communicative competence, and effectiveness in educational activities.

One of the main findings of the research is that pedagogical values are not formed spontaneously; rather, they develop under the influence of targeted pedagogical conditions, professional training, and reflective practice. It was revealed that teachers who regularly engage in self-reflection and professional self-analysis are more capable

of internalizing moral and ethical values and applying them in real pedagogical situations.

The study identified that the axiological approach significantly enhances teachers' awareness of their professional role as moral educators. In this context, teachers are not only transmitters of knowledge but also carriers of spiritual culture and ethical standards. This transformation contributes to the development of a value-oriented educational environment where respect, tolerance, cooperation, and responsibility become dominant principles of interaction.

The analysis of pedagogical practice showed that the most important pedagogical values for Moral Education teachers include:

- humanism and respect for human dignity;
- professional responsibility and accountability;
- patriotism and loyalty to national values;
- tolerance and intercultural understanding;
- pedagogical ethics and fairness;
- empathy and emotional sensitivity toward students;
- commitment to continuous professional development.

It was also found that the effectiveness of forming pedagogical values increases when innovative teaching methods are applied. Interactive learning, case-based instruction, collaborative projects, and reflective practices were identified as highly effective tools for developing teachers' value orientations. These methods encourage critical thinking, ethical decision-making, and active engagement in professional self-improvement.

Another important result of the study is that the integration of national and universal values plays a crucial role in shaping teachers' pedagogical worldview. In the context of educational reforms in Uzbekistan, emphasis on cultural heritage, spiritual traditions, and humanistic ideals strengthens teachers' moral responsibility and professional identity.

The research also demonstrated that there is a strong correlation between pedagogical values and professional competence. Teachers with well-developed value systems show higher levels of pedagogical mastery, classroom management skills, and emotional intelligence. They are more capable of creating supportive, respectful, and development-oriented learning environments.

CONCLUSION

The conducted study confirms that the formation of pedagogical values in Moral Education teachers based on an axiological approach is an essential condition for improving the quality and effectiveness of modern education. In the context of rapid social, cultural, and educational transformations, teachers are required not only to possess professional knowledge and methodological competence but also to

demonstrate a stable system of moral, ethical, and spiritual values that guide their pedagogical activity. The analysis carried out in this research shows that pedagogical values are a core component of teachers' professional identity. They determine the nature of teacher-student interaction, influence educational outcomes, and shape the moral climate of the educational environment. In this regard, the axiological approach provides a solid theoretical and methodological foundation for understanding education as a value-oriented process.

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