



## Enhancing Students' Axiological Culture In Higher Education Based On The Interconnection Of Pedagogical Disciplines

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**ABSTRACT:** This article highlights the practical and theoretical potential of interdisciplinary integration of pedagogical sciences in enhancing the professional and axiological culture of future teachers. The research substantiates the pedagogical essence of the axiological (value-based) approach, the hierarchy of professional values, and the methodical mechanisms for implementing interdisciplinary integration based on scientific and empirical sources. The results of the experimental work and diagnostic analysis prove the effectiveness of integrating pedagogical disciplines in developing students' professional and value orientation.

**Keywords:** Axiology, axiological culture, pedagogical integration, interdisciplinary connectivity, professional values, future teacher, emotional-value component, methodological support.

### АННОТАЦИЯ

В данной статье рассматриваются практические и теоретические возможности актуальности и интеграции педагогических дисциплин в совершенствовании профессионально-аксиологической культуры будущих учителей. В исследовании обосновывается педагогическая сущность аксиологического (ценностного) подхода, иерархия профессиональных ценностей, а также методические механизмы реализации междисциплинарной интеграции на основе научных и эмпирических источников. В результате проведенной экспериментальной работы и ее



диагностического анализа доказана эффективность интеграции педагогических дисциплин в развитии профессионально-ценностной ориентации учащихся.

**Ключевые слова:** Аксиология, аксиологическая культура, педагогическая интеграция, междисциплинарная актуальность, профессиональные ценности, будущий учитель, эмоционально-ценностная составляющая, методическое обеспечение.

## ANNOTATSIYA

Ushbu maqolada bo'lajak o'qituvchilarning kasbiy-aksiologik madaniyatini oshirishda pedagogik fanlar aloqadorligi va integratsiyasining amaliy hamda nazariy imkoniyatlari yoritilgan. Tadqiqotda aksiologik (qadriyatli) yondashuvning pedagogik mohiyati, kasbiy qadriyatlar iyerarxiyasi, shuningdek, fanlararo integratsiyani amalga oshirishning metodik mexanizmlari ilmiy va empirik manbalarga tayangan holda asoslab berilgan. O'tkazilgan tajriba-sinov ishlari va ularning diagnostik tahlili natijasida pedagogik fanlar integratsiyasining talabalar kasbiy-qadriyatli yo'nalganligini rivojlantirishdagi samaradorligi isbotlangan.

**Kalit so'zlar:** Aksiologiya, aksiologik madaniyat, pedagogik integratsiya, fanlararo aloqadorlik, kasbiy qadriyatlar, bo'lajak o'qituvchi, emotsional-qadriyatli komponent, metodik ta'minot.

## 1. INTRODUCTION

Modern education and societal progress are fundamentally transforming the requirements placed on the teacher as an individual. Today, the primary mission of higher pedagogical education institutions is not merely to equip students with a specific set of knowledge and skills, but to cultivate within them a deeply internalized professional-axiological culture. A value-based approach to professional practice defines the teacher's spiritual and ethical stance within the pedagogical process, as well as their attitude toward students and the subject matter.

Axiological culture refers to the extent to which an individual embraces the principles of professional activity, pedagogical ideals, and norms as values of social and personal significance, and manifests them in practice. However, in the



traditional higher education system, pedagogical disciplines—such as the theory of pedagogy, the history of pedagogy, educational technologies, and specialized teaching methodologies—are often taught in isolation, or in a fragmented manner. This hinders the development of a cohesive body of professional knowledge and an integrated system of values among students.

In this context, the issue of fostering professional value-based attitudes among students—grounded in the interconnectedness of pedagogical disciplines and interdisciplinary integration—is acquiring significant scientific and practical importance.

## **2. STATE OF RESEARCH ON THE TOPIC (LITERATURE REVIEW)**

The foundations of philosophical and pedagogical axiology have been extensively researched by both foreign and domestic scholars. In philosophy, general theoretical issues concerning the doctrine of axiology are reflected in the works of scholars such as M. Scheler, N. Hartmann, and W. Windelband.

Issues regarding the application of the axiological approach in the pedagogical process and the formation of a teacher's professional-axiological culture have been deeply studied within the scientific schools of V.A. Slavenin, G.I. Chijakova, E.N. Shiyonov, and B.G. Ananyev. V.A. Slavenin characterizes pedagogical values as a mediator between the teacher and society, and as the meaningful and guiding framework of pedagogical activity.

In the context of pedagogical science and higher education practice in Uzbekistan, issues regarding the value-based approach and interdisciplinary integration have been addressed in the research of R.H. Jorayev, N.N. Azizkhodzayeva, Sh.E. Qurbonov, M.G. Davletshin, B.R. Adizov, and N.A. Muslimov. While R.H. Jorayev developed the theoretical and methodological foundations of integration processes in education, N.A. Muslimov substantiated the integration of value-based and activity-based approaches in shaping the professional competence of future vocational education teachers.

However, an analysis of scholarly literature indicates that the mechanisms for applying the integration of pedagogical disciplines—within the framework of a specific axiological model—to students' practical professional skills have not yet been comprehensively researched.

## **3. RESEARCH METHODOLOGY**



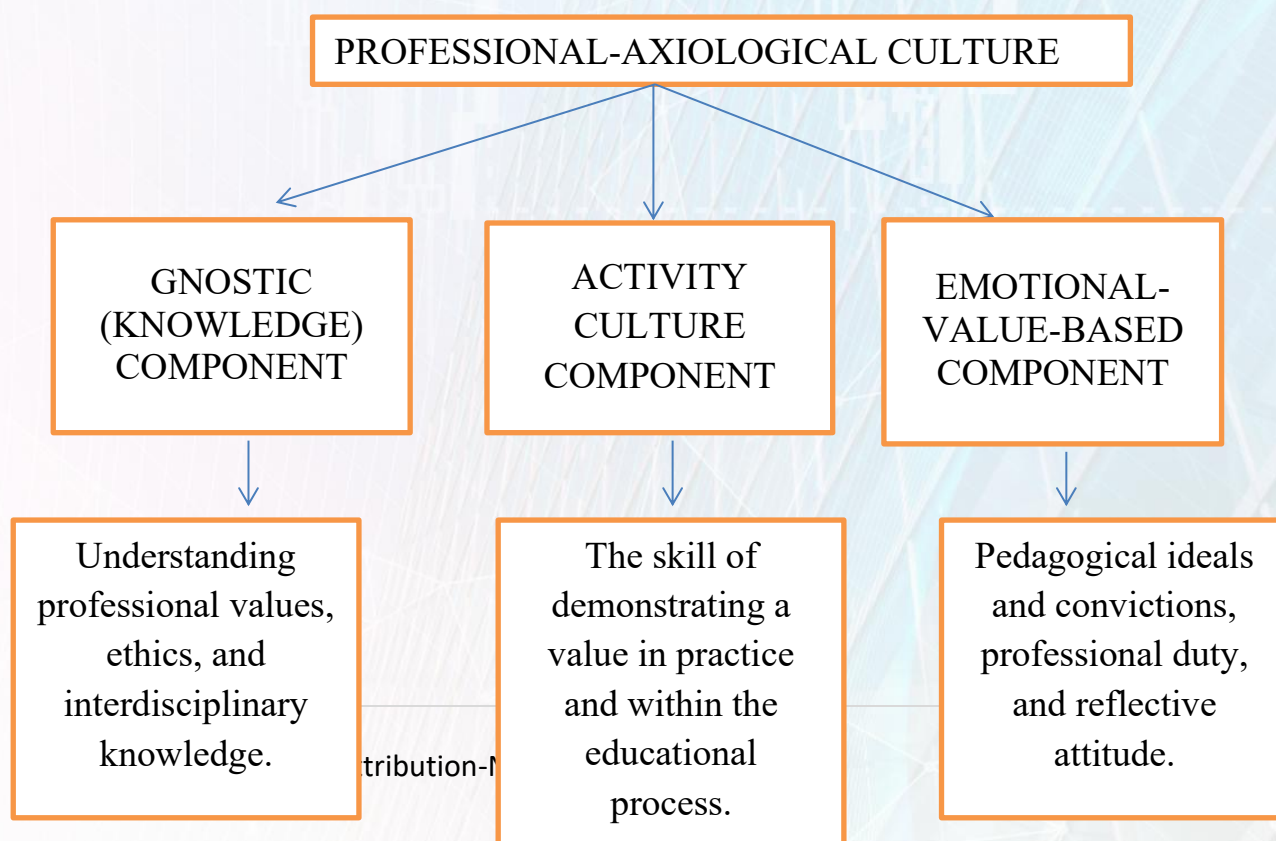
The methodological framework of the study is based on person-centered education, as well as axiological, systemic, and interdisciplinary approaches. The following set of methods was employed during the research process:

1. Theoretical-methodological methods: Analysis, comparison, and generalization of philosophical, pedagogical, and psychological literature, as well as pedagogical modeling.
2. Empirical methods: Observation, questionnaires, M. Rokeach's "Value Orientations" test-methodology, and pedagogical experimental work.
3. Mathematical-statistical methods: Pearson's  $\chi^2$  (chi-square) and Student's  $t$ -test criteria for the comparative analysis of results from experimental and control groups. has not been sufficiently comprehensively researched.

Research base: Experimental work was conducted with 2nd and 3rd-year students (totaling 248) specializing in "Primary Education" and "Pedagogy and Psychology" at Tashkent State Pedagogical University named after Nizami and Navoi State Pedagogical Institute.

#### 4. RESEARCH LOGIC AND THE AXIOLOGICAL MODEL OF PEDAGOGICAL INTEGRATION

The formation of professional-axiological culture follows a specific staged structure. The content of integrated pedagogical disciplines must foster the development of the following three key components in the student:





### **Practical mechanism for the integration of pedagogical sciences**

A logical interconnection was established among the subjects of the traditional curriculum (Theory of Pedagogy, History of Pedagogy, Educational Technologies, and Methodology) based on the "Human – Value – From Goal to Practice" module:

| Subject Name                   | Traditional Teaching Content    | Integrated Axiological Content                                                  |
|--------------------------------|---------------------------------|---------------------------------------------------------------------------------|
| Theory of Pedagogy             | Concepts and principles         | Humanistic principles and the value of the individual                           |
| History of Pedagogy            | Historical facts and chronology | Pedagogical ideals of Eastern and Western thinkers and their contemporary value |
| Educational Technologies       | Set of methods and techniques   | Interactive tools that foster learner agency and freedom                        |
| Subject-Specific Methodologies | Lesson delivery framework       | Organizing the lesson as an interaction based on spiritual and ethical values   |

### **5. PRACTICAL ASPECTS AND EXPERIMENTAL RESULTS**

As part of the research, an integrated module titled "Pedagogical Axiology and Interdisciplinary Integration" was implemented during the 2024–2025 academic years. Within the framework of this module, students engaged with problematic pedagogical situations, case studies, and axiological training sessions.

#### **Examples of practical assignments used within the module:**

1. Axiological case study: "The conflict between a student's inner potential and the objectivity of assessment." (In this instance, the student analyzes the grade not merely as a number, but as a value that motivates the individual).



2. Integrative methodological project: Designing a lesson plan that harmonizes the humanistic ideas of figures from the history of Uzbek and world pedagogy (Al-Khwarizmi, Ibn Sina, J.A. Comenius, A. Avloni) with modern educational technologies.

### **Diagnostics and Dynamics**

Before and after the experimental phase, the level of professional-value orientation (High, Medium, Low) was measured in both the control group (CG: 122 students) and the experimental groups (EG: 126 students) using the diagnostic methods of M. Rokeach and V. Slastenin.

**The results obtained at the conclusion of the experimental work are presented in the table below:**

| Groups                  | Stages          | High level (%) | Medium level (%) | Low level (%) |
|-------------------------|-----------------|----------------|------------------|---------------|
| Control group (CG)      | Pre-experiment  | 18.0%          | 54.1%            | 27.9%         |
|                         | Post-experiment | 22.1%          | 58.2%            | 19.7%         |
| Experimental group (EG) | Pre-experiment  | 17.5%          | 54.8%            | 27.7%         |
|                         | Post-experiment | <b>41.3%</b>   | <b>46.8%</b>     | <b>11.9%</b>  |

The Pearson test was used to verify the reliability of the results. At a significance level of it was demonstrated that the difference between the experimental and control groups was statistically significant and not due to chance.

The results indicate that teaching pedagogical disciplines through an axiological approach enhances students' professional-value-based motivation and fosters the ability to view pedagogical activity not merely as a "task," but as a "personal and social value."

### **6. CONCLUSION AND RECOMMENDATIONS**

The research findings indicate that enhancing the professional-axiological culture of prospective teachers is not a random process, but rather a systematic activity grounded in the interconnectedness of pedagogical disciplines and a well-developed methodological model.

Based on the conclusions drawn, the following practical recommendations are proposed:



1. Standardization of curricula and syllabi: Increasing the inclusion of integrated axiological modules within the pedagogical subject curricula of higher pedagogical education institutions and ensuring interdisciplinary coherence.
2. Expanding interactive and axiological methods: Moving beyond the mere transmission of theoretical knowledge during lessons by effectively utilizing reflective scenarios, axiological discussions, and case study methods that engage students' emotional and value-oriented spheres.
3. Incorporating axiological criteria into the assessment system: Introducing criteria for evaluating students' pedagogical internships that assess not only their methodological preparedness but also their humanistic attitude toward pupils and their professional-ethical stance.

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