

Developing Axiological Attitudes in Students Based on National Values

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Abstract:

In the context of globalization and educational reform, the development of students' value systems has become a central issue in preparing socially responsible individuals. National values play a crucial role in shaping cultural identity and civic engagement, especially within the framework of socialization and democratic reform in civil society. Despite numerous theoretical perspectives on socialization, there remains a lack of integrative models that address how national values influence the formation of students' axiological attitudes in transitional societies like Uzbekistan. This article aims to explore the role of national values in the formation of students' value-based attitudes, focusing on the sociolinguistic, pedagogical, and socio-psychological dimensions of socialization. The study synthesizes classical and contemporary theories, identifying key factors and environments (mega, macro, mezo, and micro) that influence socialization and personal development. Through analysis of educational and cultural contexts, the research emphasizes how the natural and social environments interact to shape values and behavior. Findings from national sociological studies underscore the importance of targeted strategies in addressing students' challenges and aspirations. This research contributes to the understanding of socialization as both an individual and collective process, uniquely contextualized by national traditions and values. The findings inform the development of educational programs and policies aimed at fostering students' axiological consciousness and social integration, ultimately strengthening the role of education in sustaining civil society and national identity.

Keywords: Reforms, Civil Society, Democracy, Democratic Reforms, Values, National Values, Socialization, Social Environment

Introduction

National values are closely linked to cultural socialization—on one hand, they serve as the foundation for societal unity, while on the other, they are shaped under the influence of the social environment. The concepts of cultural society and individual socialization are interwoven, which is clearly reflected in I.T. Frolova's classification.

Frolova defines the concept of "value" as "an object of social classification within the environment that exerts either a positive or negative influence on individuals and society, encompassing notions such as goodness and evil, beauty and ugliness, as well as natural and social phenomena." On a societal scale, values are categorized accordingly. The process of socialization itself is viewed as the formation of values.

The study of socialization can be divided into sociological and socio-psychological approaches. The sociological approach considers individual socialization as the acquisition of specific social characteristics necessary for integration into the system of social relations. Meanwhile, the socio-psychological approach highlights how social norms and cultural values are internalized during an individual's ontogenetic development.

Methods

American sociologist N. Smelser defines socialization as "the process of forming skills and social attitudes that align with social roles"[1]. Similarly, G. Tarde interprets society as a continuous transmission of values and attitudes from one generation to another, emphasizing that individual consciousness develops through their assimilation[2]. According to Tarde, values and attitudes are internalized through the concept of "imitation," which serves as a fundamental principle explaining social life[3].

Another American sociologist, F. Giddings, asserts that the formation of social structures is fundamentally based on psychological principles[4]. He believes that shared activities foster mutual trust and imitation, which in turn solidify common values[5]. Under societal influence, individuals develop group attitudes and a sense of identity[6].

Additionally, American scholar T. Parsons envisions society as a rationally organized system that ensures its continuity through biological reproduction and the socialization of new generations[7]. Consequently, for society to maintain itself, it must establish socialization mechanisms that foster appropriate motivation throughout an individual's life cycle, ensuring the reflection of socially significant and regulated behavioral patterns[8].

The Concept of Socialization in E. Durkheim's Theory[9], in the sociological theory of Émile Durkheim, the interaction between the individual and society is based on the dual nature of human beings[10]. On one hand, individuals possess unique psychological states that define their individuality, while on the other, they embody and propagate the collective ideas, emotions, and traditions of their ancestors[11]. From this perspective, the process of socializing new generations within society must be purposefully structured[12].

Socialization refers to the process through which individuals develop under the influence of culture and communication, interacting with one another[13]. Meanwhile, the concept of social integration encompasses the internalization of exemplary behavior, psychological mechanisms, social norms, and values necessary for the successful development of society[14]. The Explanatory Dictionary of the Uzbek Language defines "socialization" as "acquiring a social character," which helps clarify the essence of the concept[15]. However, when analyzed from socio-philosophical, pedagogical, and psychological perspectives, a broader and more detailed explanation is required. In particular, "acquiring a social character" reflects the outcome, whereas in pedagogical interpretations of socialization, the primary focus should be on the process itself—its essence, progression, and analysis.

According to N. Egamberdiyeva, socialization and professional development must be integrated into vocational education in a way that simultaneously fosters an individual's personal growth, enhances their creative potential, and shapes their academic and professional perspectives. The success of this process depends on two key conditions:

- a. Actively engaging students in social and professional interactions.
- b. Creating opportunities for individuals to fully express themselves through collective, productive social and professional activities.

From birth, a person enters a specific social environment and is continuously influenced by it. This environment shapes their development, upbringing, and personal characteristics, which in turn determine their ability to impact their surroundings. The environment can be either natural or social, each consisting of distinct elements that affect an individual's personality in different ways.

The natural environment includes nature, plant life, geographical conditions, and other factors that directly influence an individual's lifestyle, surroundings, and profession. The social environment represents the human world—it fosters development and creates conditions for an individual's activities. Humans are not only dependent on their social environment but also actively transform it through their actions, simultaneously shaping their own development.

As a result, existing conditions shape individuals, yet in some cases, individuals shape conditions. The social environment surrounding a person is dynamic—it influences individuals, exerts social pressure, enforces social control, and sometimes compels people to conform to specific behavioral norms. It consists of complex networks of relationships formed by various social groups. Moreover, it represents a broader social reality encompassing material, political, ideological, and socio-psychological factors that define an individual's interactions in practical activities.

Results and Discussion

The environment is one of the most critical factors in human development, exerting a direct influence throughout a person's life. When synthesizing perspectives from pedagogues, sociologists, and psychologists, the social environment can be understood as a force that directly and indirectly influences individuals within a particular era, shaping them as contemporaries of their time.

Social Environment and the Factors of Socialization

The social environment consists of both spontaneous and planned factors, including material wealth, cultural life, and social governance structures such as political parties, state administration, and public organizations. These elements shape an individual's social status by influencing the socio-economic and political conditions in which they live.

Factors of Socialization

Socialization factors are mechanisms that enable the process of socialization, creating conditions and circumstances that facilitate it. The greater the number of these factors, the more diverse the ways they interact, leading to a complex and multifaceted socialization process. This process occurs as young individuals engage in various social conditions and experiences that shape their actions and behaviors.

Factors influencing individuals are called socialization factors. However, not all of them have been thoroughly studied or identified. Some are well-documented, while others remain less understood. These factors can be categorized into four main groups:

Mega Factors – Large-scale influences affecting all humanity, such as space, the planet, and global conditions.

Macro Factors – Socio-economic, demographic, ecological, and political conditions within specific

countries or societies, including ethnic and national influences.

Mezo Factors – Mid-scale influences affecting large groups of people based on their living environment (rural, urban, suburban), mass communication exposure (radio, television), and subcultural affiliations (ethnic traditions, regional customs). These factors indirectly shape socialization through their connection to micro factors.

Micro Factors – Direct influences on individuals, including family, neighbors, peer groups, educational institutions, religious and public organizations. The closest social environment, known as microsocium, plays a crucial role in shaping an individual's development.

Micro factors can be further divided into different types, such as labor and production, socio-political, family, educational, and military environments.

The Role of Education in Development

Disciplines like physiology, genetics, neurophysiology, psychology, and sociology examine the factors influencing human development. However, the pedagogical perspective is especially relevant when addressing questions such as:

What aspects of human development are purposefully shaped?

Which traits are hereditary, and which are influenced by education?

To what extent can the social environment modify an individual's nature?

Education and upbringing play a significant role in shaping personality. The process of internalizing societal values depends on various social factors that influence behavior, morality, and worldview. Understanding these factors helps educators and policymakers design effective strategies for fostering personal and social development.

Conclusion

Research institutions like the "Ijtimoiy Fikr" Public Opinion Study Center conduct social research to analyze these influences and their effects on individuals.

These studies not only helped identify new phenomena and trends in young people's consciousness but also revealed the problems they face, their social aspirations, values, interests, and the process of shaping their ideals and active participation in society.

Through this research, the level of socialization among the younger generation and the factors influencing their cultural and spiritual development were analyzed. Additionally, recommendations were developed to address the identified issues. Based on these studies, theoretical and practical proposals were put forward to organize the personal and professional socialization processes of young people more effectively.

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