



ANALYSIS OF FOREIGN EXPERIENCE ON THE PROBLEM OF DEVELOPING AXIOLOGICAL COMPETENCIES IN STUDENTS

Siddikov Bakhtiyor

PhD, Associate professor, Professor of the Department of pedagogy, Fergana State University, Fergana, Uzbekistan

Orchid: - <https://orcid.org/0000-0001-7712-6654>

ABOUT ARTICLE

Key words: Axiological competencies, values education, international practices, student development, moral education.

Received: 15.12.2024

Accepted: 20.12.2024

Published: 25.12.2024

Abstract: This article examines foreign experience in the development of axiological competencies in students. Axiological competencies, which pertain to values and ethical judgment, are increasingly essential in modern education to foster well-rounded individuals capable of contributing to a diverse global society. This study analyzes best practices from various countries, identifying effective methodologies and their applicability in different educational contexts.

INTRODUCTION

The concept of axiological competencies, rooted in the ability to understand, evaluate, and apply values in diverse contexts, has gained significant attention in contemporary education. As globalization and cultural diversity shape modern societies, fostering these competencies in students has become a pressing need. Foreign experiences in addressing this challenge provide valuable insights into effective educational strategies and their implications for different systems.

This study aims to analyze international approaches to developing axiological competencies in students and evaluate their potential applicability in various educational frameworks.

METHODS

The study employs a comparative analysis method to evaluate foreign experiences in values education. The following steps were undertaken:

1. Literature Review: Relevant studies, reports, and policy documents from countries with well-established axiological education programs (e.g., Finland, Japan, the United States) were analyzed.
2. Case Studies: Specific educational practices from selected countries were reviewed to understand their methodologies and outcomes.
3. Qualitative Interviews: Educators and policymakers from different regions were interviewed to gain insights into the challenges and successes of implementing axiological competencies in curricula.

4. Data Analysis: Thematic analysis was used to identify common patterns, challenges, and innovations in the development of axiological competencies.

RESULTS

The analysis revealed several key findings:

1. Core Elements of Axiological Competencies:
 - o Across different countries, axiological education emphasizes critical thinking, ethical reasoning, and cultural sensitivity.
 - o Integration of moral dilemmas and real-world scenarios in teaching fosters deeper engagement with values.
2. Effective Methodologies:
 - o Finland employs a values-based curriculum where ethics is a standalone subject.
 - o Japan incorporates moral education classes that focus on respect, responsibility, and empathy.
 - o The United States uses project-based learning to instill community service and civic engagement values.
3. Challenges Identified:
 - o Resistance from stakeholders due to cultural or ideological differences.
 - o Difficulty in assessing axiological competencies quantitatively.
 - o Limited teacher training in facilitating values education effectively.
4. Innovative Practices:
 - o Peer-learning models where students lead discussions on ethical issues.
 - o Technology integration, such as gamified platforms that simulate ethical decision-making scenarios.
 - o Collaborative projects that involve cross-cultural exchanges.

DISCUSSION

The findings underscore the importance of contextualizing axiological education to align with local cultural and societal norms. While the Finnish model demonstrates the value of embedding axiological competencies into a national curriculum, Japan's moral education classes illustrate the role of traditional values in shaping students' ethical frameworks.

Key recommendations include:

- Customizing International Practices: Adapting successful methodologies to fit local contexts rather than direct replication.
- Teacher Training: Emphasizing the importance of equipping educators with skills to facilitate values-based discussions.
- Evaluation Frameworks: Developing comprehensive assessment tools to measure the effectiveness of axiological education.

CONCLUSION

The development of axiological competencies in students is a global priority, as evidenced by the diverse approaches adopted in different countries. By analyzing these practices, educators and policymakers can identify strategies to enhance values education in their contexts. Future research should focus on longitudinal studies to measure the impact of axiological competencies on students' personal and professional lives.

REFERENCES

1. Halstead, J. M., & Taylor, M. J. (2000). *Values in Education and Education in Values*. Routledge.

2. Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam Books.
3. Nucci, L. P., Narvaez, D., & Krettenauer, T. (Eds.). (2014). *Handbook of Moral and Character Education*. Routledge.
4. UNESCO. (2015). *Global Citizenship Education: Topics and Learning Objectives*. UNESCO Publishing.
5. Veugelers, W. (2010). Moral values education in developing a global perspective. *Educational Review*, 62(1), 37-48.
6. Ministry of Education, Culture, Sports, Science and Technology (MEXT) Japan. (2018). *Moral Education Curriculum Guidelines*.
7. Finnish National Agency for Education (2016). *National Core Curriculum for Basic Education*. Helsinki: FNBE.