

Axiological Approach to the Formation of Professional Values of Future Teachers

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ANNOTATION

This article examines the role of the axiological approach in the formation of professional values of future teachers. In modern education, the development of not only professional competence but also moral responsibility and social awareness is considered a priority. Therefore, the study focuses on the concept of “value” from philosophical and pedagogical perspectives and analyzes its significance in teaching practice.

The research is based on the works of prominent scholars such as Milton Rokeach and Clyde Kluckhohn, who interpret values as key motivational factors influencing human behavior. The article identifies different levels of professional values, including socio-pedagogical, professional-group, personal, and spiritual-moral values.

Special attention is given to the importance of integrating value-oriented education into teacher training programs. The findings suggest that the axiological approach contributes to the development of professional identity, ethical thinking, and a sense of responsibility among future teachers. It also emphasizes that effective education requires the harmonious combination of knowledge, skills, and values.

The study concludes that the formation of a stable system of professional values is essential for preparing competent, morally mature, and socially responsible teachers in the context of modern educational reforms.

KEY WORDS: Axiological approach, professional values, future teachers, pedagogy, moral education, value system, teacher training, ethics, social responsibility, educational development

Introduction In the modern education system, one of the priority tasks is the formation of a professionally competent, morally mature, and socially responsible future teacher. In this process, one of the key determinants of pedagogical activity is the system of professional values. This circumstance necessitates the analysis of professional values through an axiological approach.

Before examining the essence of professional values, it is important to clarify the scientific and philosophical meaning of the concept of “value.” From a philosophical perspective, value is interpreted as a concept expressing the positive or negative significance of phenomena, ideas, norms, and social relations that are important in human and social life. Universal human concepts such as freedom, justice, peace, truth, and beauty constitute the foundation of the value system

Methodology Within the axiological approach, values are regarded as fundamental criteria that determine the content and direction of individual activity. Therefore, in the teaching profession, the system of values encompasses not only professional knowledge and skills but also personal qualities, moral responsibility, and social duty.

The axiological approach was selected as the methodological foundation of this research. In the scientific literature, various interpretations of the concept of “value” are presented. The American scholar Milton Rokeach defines value as a stable belief that a specific mode of conduct or end-state of existence is personally or socially preferable to its opposite. This definition allows values to be interpreted as internal motivational factors regulating human activity. Similarly, the anthropologist Clyde Kluckhohn conceptualizes value as a “conception of the desirable” characteristic of an individual or social group, influencing the selection of goals and modes of behavior. This perspective highlights the socio-cultural nature of values. Based on these theoretical foundations, professional values are considered a set of moral, social, and personal principles and qualities formed within pedagogical activity. A teacher’s professional values are

manifested in their social status, attitude toward the profession, awareness of professional duty and responsibility, love and respect for students, and commitment to knowledge and truth. From an axiological standpoint, value-virtues occupy a leading position in the hierarchy of pedagogical values, as they shape the personal development and professional maturity of future teachers.

Results The formation of professional values as an integral component of future teachers' development has been examined by scholars from various academic traditions. Their perspectives complement one another and underscore the necessity of value-oriented education in teacher training.

Theoretical literature emphasizes that education is always grounded in specific socio-moral ideals and values. The Western philosopher and educator John Dewey closely linked education with the moral aims of society. According to Dewey, the ultimate aim of education is the formation of character. He described the school as a "miniature society" where students learn social relationships and responsibilities through practice. Dewey argued that every lesson should have a moral purpose, as intellectual knowledge must be transformed into motives guiding behavior and life decisions. Without moral orientation, the claim that education aims to form a "good person" would remain merely declarative.

Research indicates that the value system manifested in teachers' professional activity consists of several interrelated levels:

1. **Socio-pedagogical values** – principles affirming the social significance and prestige of the teaching profession (e.g., societal recognition of teachers' work, respect for the profession).
2. **Professional-group values** – values manifested in interactions with colleagues and students, such as mutual respect, empathy, cooperation, and communicative culture.

3. **Personal (individual) values** – aspirations for professional self-development, creativity, lifelong learning, and engagement with global cultural and scientific achievements.

4. **Spiritual and moral values** – devotion to the idea of serving society and appreciation of the noble mission of teaching.

Thus, professional values encompass dedication to the profession, love for children, justice, integrity, honesty, responsibility, pursuit of knowledge, creativity, and communicative competence. The level of commitment to these values serves as a decisive criterion in evaluating a teacher's professional maturity.

In Uzbekistan and the CIS countries, as well as in global educational practice, special attention has been paid to shaping the moral image of future teachers. In the context of Uzbekistan's educational reforms, particularly within the framework of the Development Strategy of New Uzbekistan 2022–2026, the formation of a new system of values and the enrichment of youth spirituality through education have been identified as priority objectives.

Uzbek scholar R. M. Karimova emphasizes that the axiological approach contributes not only to the development of knowledge and competencies but also to the formation of moral and aesthetic worldviews of future teachers. Interactive methods—such as debates, group work, and role-playing—facilitate students' internalization of ethical and aesthetic values, including goodness, justice, and beauty.

Discussion The formation of professional values is a long-term and complex process. When values are taught solely through lectures, students may acquire them superficially without deep internalization. Moral education cannot be confined to a single subject or isolated instructional sessions; it must permeate the entire educational process. A significant challenge lies in the imbalance between knowledge acquisition and value formation. Traditional education often prioritizes theoretical knowledge while

assigning secondary importance to personal development. As a result, young teachers may possess strong subject knowledge yet struggle with real-life socio-moral challenges—such as resolving classroom conflicts, addressing diverse family backgrounds, or regulating their own emotions. These situations require virtues such as patience, empathy, fairness, and integrity.

Another challenge is the difficulty of measuring value formation. Unlike academic knowledge, moral development cannot be assessed through short-term examinations. Consequently, educators' motivation and belief in the long-term effectiveness of axiological education are crucial. Despite these challenges, the benefits of implementing an axiological approach are substantial. It strengthens professional identity, fosters a clear life position, and enhances teachers' sense of responsibility toward society. Teachers who perceive their work as a moral duty rather than merely employment demonstrate greater dedication and positively influence educational quality.

Moreover, an axiological approach contributes to a healthy moral climate within educational institutions, promoting cooperation, respect, and psychological well-being. It enhances future teachers' civic responsibility and encourages them to align professional decisions with ethical principles.

Recommendations To effectively integrate the axiological approach into teacher education, the following measures are proposed:

1. Introduce specialized courses such as “Pedagogical Axiology” and “Professional Ethics and Values” into teacher education curricula.
2. Revise subject content to incorporate ethical discussions and moral reflection.
3. Employ interactive methods (debates, case studies, role-playing) to develop value-based decision-making skills.
4. Strengthen mentorship systems by pairing students with experienced teachers who model professional and moral excellence.
5. Engage students in socially oriented projects and community service to cultivate civic responsibility and empathy.

Conclusion The conducted theoretical analysis confirms that the axiological approach is both essential and effective in shaping the professional values of future teachers. Professional values are not merely guiding principles for pedagogical activity; they are foundational factors in the holistic formation of the teacher's personality.

Only when a coherent system of professional values is formed can a young teacher fully comprehend the social significance of the profession, assume professional responsibility, and perform their duties conscientiously. Therefore, alongside knowledge acquisition, consistent value-oriented education must be implemented in teacher training programs. In the context of globalization and the information age, the axiological approach emphasizes humanism, spirituality, and professional ethics in teacher preparation. Only educators who embody high professional values can instill noble qualities in future generations. The harmonious integration of professional competence and professional values ultimately leads to the formation of truly effective and socially responsible teachers. Below is the translated and properly formatted

References section in academic English (APA-style adaptation for journal submission). Cyrillic sources are transliterated and translated where necessary

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