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## DEVELOPING AXIOLOGICAL WORLD VIEW IN STUDENTS IN TEACHING HISTORY

**Abstract:** This article highlights the theoretical and practical significance of the study of historical consciousness and its role in the system of personal education in the socio-spiritual life of students in the development of axiological worldview.

**Key words:** Axiology, hierarchy, globalization, ideological attacks, subject-person.

**Language:** English

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### Introduction

In order to educate the future generation of Uzbekistan in the spirit of respect for the history of the Motherland, historical memory, historical assessment, historical pride over the years of independence, the task was set to raise the knowledge of young people about our great heritage to a high level, to develop the historical consciousness of students in the education system at all stages. Today, the activities of the public council on the modern history of Uzbekistan are organized, attention is paid to increasing the efficiency of spiritual and educational work, decisions are made on the creation of international research centers studying the scientific work of great thinkers, and reforms are being carried out in the field of education aimed at upbringing a comprehensively developed, patriotic generations. In particular, it is important to understand our national identity, study the ancient and rich history of our homeland, conduct research in this regard, and support the activities of scientists in the humanitarian sphere in every possible way. The development of the historical consciousness of students, the study of its role in social and spiritual life and in the system of upbringing of the individual is of theoretical and practical importance.

The strategy of actions for the further development of the Republic of Uzbekistan defines such tasks as further improving the system of continuous education, improving the quality and

efficiency of the activities of higher educational institutions, educating independently-minded young people who are devoted to their Motherland and have a solid life stance. In this regard, it is important to clarify the axiological criteria and indicators of the development of professional competence based on the system of professional values and motives of activity among students of higher educational institutions, to improve the organizational structure and principles of the development of the value system, to develop creative educational technologies.

It is known that the first axiological ideas have an ancient history, and their flourishing occurs on the territory of Ancient Greece. For example, the ancient Greek philosopher Socrates constantly asked: "What is value?", The fact that he was trying to find an answer to this question is an example of our opinion. Thus, it is clear that value is one of the main themes of axiological theory.

In encyclopedic dictionaries created before the 80s of the XX century, the category of axiology is not found, on the contrary, the level of values is described in a certain style, it is noted that the individual understands the totality of essential and all meanings, which is supported by the life experience of his inner psyche.

In particular, the ongoing process of building a new democratic society in our country enhances the relevance of the topic of values. Today, such issues

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arise as the reassessment of values, the restoration of ancient national values, the preservation and transmission to future generations, the identification of aspects of reforms and changes that become new values in the minds of our people, the application of methods corresponding to these values in solving existing problems. Their addressing began to make axiological topics an important issue on the agenda. Currently, the subject "Philosophy of Values" (Axiology) is taught in a number of higher educational institutions of the country.

The need for the development of modern higher education - the study of axiological problems, national and universal values - makes the spiritual and social problems of students one of the priorities. In the end, values are a means of connecting the past and the future, they have a direct impact on a deeper mastery of the profession, which is mastered, recognized and manifested in the field of needs and emotions, as well as the activities of the subject-person.

It is known that the formation of students' respect for national values is not only the expansion of knowledge (information), but also the strengthening of confidence in the future. American psychologist Abraham Maslow believes that in the "hierarchy of human needs", which still occupies a place in many textbooks, the need for peace and security, the need for confidence in the future comes second after natural needs. Let's say the art of architecture, which is one of the cultural heritage of the Uzbek people, has been created for millennia, and for us it is an expression of living history. After all, our historical and cultural monuments are not only buildings reminiscent of the distant past, but also an important tool for the development of national pride, national dignity, objective historical information about the past, historical patriotism, as well as being an expression of historical consciousness in the life of society, it is also an important tool for the formation of historical culture. Improving sociological and pedagogical approaches in the formation and development of a positive attitude towards values among young people (especially among students) is an important factor in social development.

It is important to study the patterns and tendencies of changes in historical consciousness under the influence of globalization processes, to

identify the positive and negative aspects of this impact. At a time when ideological attacks are growing, historical consciousness creates immunity in people against these attacks and forms the function of analyzing the socio-political, historical reasons for various historical claims. In addition, using methods that develop a positive relationship with values among young people, they also fulfill the task of forming and developing a sense of the Motherland, pride in belonging to a particular nation and people, historical patriotism, the potential for a sense of identity with their nation, national pride, and national dignity. These qualities are the basis for the patriotic development of the individual, thereby laying a solid foundation for ensuring a sustainable future for the country.

Much work is being done in teaching historical science. It is known that through the science of history, students are given information and examples about all politics, culture, art, economics and social life through the study and knowledge of historical events of past periods, and students also improve their knowledge in works of fine art along with mastering historical science. Through the works of fine art, they will also get an idea of the culture of the socio-political life of that period and how the people developed. The process of learning history begins with the assimilation of historical facts. The peculiarity of historical facts is that they are never repeated exactly. At the same time, students' knowledge of individual historical facts does not imply the idea that history is learned. If there is no logical connection between the facts, then a simple set of facts unites knowledge and prevents the conscious assimilation of historical material. Thus, in the process of studying history, facts must not only be studied, but also compared, identified and, to a certain extent, systematized and likened to the necessary connections between them.

In conclusion, the analysis of scientific literature on the problem under research confirms that the value orientation of students is a product of their development as a person, in which the formation, change and integration of potentials gradually leads to a higher integrity. An important role in this process is played by the potential of students' commitment to scientific and national values.

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