

THE EFFECTIVENESS OF AXIOLOGICAL APPROACH TECHNOLOGIES IN DEVELOPING THE PROFESSIONAL-VALUE COMPETENCE OF FUTURE TEACHERS

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Abstract: This article examines the effectiveness of axiological approach technologies in developing the professional-value competence of future teachers. The findings indicate that educational processes organized on the basis of the axiological approach significantly enhance students' professional motivation, value-oriented attitudes toward pedagogical work, and readiness for future professional activities.

Keywords: axiological approach, professional-value competence, future teacher, teacher education, professional training, pedagogical values, reflective activity, interactive technologies, pedagogical ethics, humanism.

Аннотация: В данной статье рассматривается эффективность технологий аксиологического подхода в развитии профессионально-ценностной компетентности будущих учителей.

Ключевые слова: аксиологический подход, профессионально-ценностная компетентность, будущий учитель, педагогическое образование.

Relevance of the Research. Today, the development of human capital, enhancement of educational quality, and improvement of teachers' professional competence are recognized as among the highest priorities within educational systems worldwide. The processes of globalization, rapid technological advancement, increasing complexity of social relations, and changes in young people's worldviews have imposed new demands on education. These demands require teachers not only to possess profound professional knowledge and pedagogical skills but also to demonstrate high moral standards, commitment to professional values, and the ability to carry out educational activities based on the principles of humanism. In this regard, the development of future teachers'

professional-value competence has become one of the most pressing issues in contemporary teacher education.

At the international level, special attention is paid to teachers' professional and ethical competencies as key determinants of educational quality. Strategic documents issued by organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organisation for Economic Co-operation and Development (OECD) characterize the twenty-first-century teacher not merely as a transmitter of knowledge but as a promoter of values, a socially responsible individual, and an innovative thinker. In particular, Sustainable Development Goal 4 emphasizes not only the provision of quality education but also the necessity of fostering human rights, peace, tolerance, civic responsibility, and universal values through education. Consequently, the significance of the axiological approach in teacher preparation has increased considerably.

International research demonstrates that a teacher's professional success largely depends on his or her value system, professional position, and responsible attitude toward pedagogical activity. In countries with highly developed educational systems, such as Finland, Singapore, South Korea, and Canada, teacher education programs place considerable emphasis on the integration of professional ethics, reflective practice, social responsibility, and values education. As a result, a strong relationship can be observed between the quality of teachers' professional performance and the effectiveness of educational outcomes.

In the Republic of Uzbekistan, the comprehensive modernization of the educational system, enhancement of the social status of the teaching profession, and preparation of highly qualified specialists have been identified as priority directions of state policy. Recent legislative and strategic documents, including the Law on Education, the Development Strategy of Uzbekistan, and conceptual programs aimed at improving pedagogical education, emphasize the necessity of developing future teachers' professional competencies in accordance with contemporary requirements. At the same time, there remains a growing need to strengthen students' attitudes toward professional values,

increase their motivation for pedagogical activity, and support the formation of their professional identity within higher pedagogical education institutions.

The educational reforms currently being implemented in Uzbekistan require teachers to become professionals capable of supporting students' personal development, integrating national and universal values, demonstrating spiritual maturity, and embracing innovative thinking. However, educational practice often focuses predominantly on the cognitive and methodological aspects of teacher preparation, while the development of professional-value components remains insufficiently systematized. As a consequence, young specialists may encounter difficulties in adapting to professional activity, understanding pedagogical responsibility, and applying value-oriented approaches within the educational process.

The axiological approach contributes significantly to addressing these challenges by fostering future teachers' understanding of professional values, awareness of the social significance of pedagogical activity, professional responsibility, pedagogical ethics, reflective thinking, and humanistic principles. Educational technologies developed on the basis of the axiological approach not only equip students with professional knowledge and skills but also prepare them for value-based pedagogical practice.

Therefore, the scientific investigation of the effectiveness of axiological approach technologies in developing future teachers' professional-value competence, identifying their potential within pedagogical education, and determining ways to improve their implementation constitutes an important scientific and pedagogical issue at both national and international levels. The results of such research can contribute to enhancing the quality of teacher education, preparing competitive teaching professionals, and strengthening the humanistic and value-oriented foundations of contemporary education.

Introduction. In the twenty-first century, education is widely recognized as one of the most important factors in the development of human capital. Ongoing socio-economic, technological, and cultural transformations across the world have generated new requirements for educational content and teacher preparation systems. A modern teacher is no longer viewed solely as a specialist with excellent subject knowledge but also as an

individual capable of influencing students' personal development, possessing strong moral values, demonstrating social responsibility, and applying innovative thinking. Consequently, the formation of a sound value system, the development of professional and ethical qualities, and the cultivation of a conscious attitude toward pedagogical activity have become essential components of future teachers' professional preparation.

Alongside the competency-based approach, the axiological approach has emerged as one of the leading paradigms in international educational policy. The axiological approach focuses on the formation of values that are significant for individuals, society, and the teaching profession. According to this perspective, the success of pedagogical activity is determined not only by knowledge and skills but also by teachers' commitment to professional values, adherence to ethical principles, sense of social responsibility, and ability to treat learners with humanity and respect.

International experience indicates that values education occupies a central place in teacher preparation systems within developed countries. Contemporary studies identify professional values, pedagogical ethics, reflective thinking, and social responsibility as integral components of teachers' professional competence and as significant factors influencing educational quality. Furthermore, UNESCO's concept of quality education emphasizes the necessity of preparing teachers not only as competent professionals but also as advocates of human rights, tolerance, civic responsibility, and sustainable development values.

Across global educational practice, traditional knowledge-oriented models of teacher preparation are increasingly being complemented by value-based approaches. This shift is driven by the recognition that success in modern educational and social environments depends not only on academic expertise but also on communicative culture, professional responsibility, empathy, tolerance, and ethical integrity. Therefore, the development of future teachers' professional-value competence has become one of the primary objectives of contemporary pedagogical education.

In Uzbekistan, modernization of the educational system, improvement of teacher preparation quality, and alignment with international standards have been identified as

strategic priorities of state policy. In recent years, large-scale reforms have been implemented to strengthen pedagogical education, enhance the prestige of the teaching profession, and prepare future teachers on the basis of modern competencies. In particular, the “Uzbekistan–2030” Strategy identifies the improvement of educational quality and the modernization of teacher training systems as key national objectives. In 2025, additional initiatives were introduced to modernize pedagogical higher education institutions, strengthen their research capacity, and align their activities with international standards.

These reforms have established fundamentally new expectations for the teaching profession. The new generation of teachers is expected not only to deliver educational content but also to guide students’ moral development, promote national and universal values, and demonstrate high levels of social engagement. Preparing such educators requires the implementation of value-oriented models of professional training within higher education institutions. Particular attention must be devoted to developing future teachers’ understanding of the nature and purpose of pedagogical activity, professional duty, ethical responsibility, and the application of humanistic principles in educational practice.

Despite substantial efforts to improve future teachers’ professional knowledge and methodological preparedness, mechanisms aimed at developing professional-value competence remain insufficiently structured in many pedagogical education programs. Consequently, some young specialists experience reduced professional motivation, superficial attitudes toward pedagogical values, and difficulties in the process of professional self-identification. This situation highlights the necessity of designing and implementing effective pedagogical technologies that support the development of professional-value competence among future teachers.

Axiological approach technologies provide an effective means of addressing these challenges. Such technologies facilitate the understanding of pedagogical values, the development of professional reflection, the analysis of pedagogical situations from a value-based perspective, the formation of professional responsibility, and the integration of humanistic principles into educational practice. Therefore, investigating the effectiveness of

axiological approach technologies in the development of future teachers' professional-value competence represents one of the most relevant scientific issues in contemporary pedagogy. The scientific exploration of this problem can contribute significantly to improving the quality of teacher education, preparing competitive and morally mature teaching professionals, and ensuring the sustainable development of educational systems.

Literature Review. The issue of developing future teachers' professional-value competence represents a complex scientific problem situated at the intersection of pedagogy, psychology, and axiology. The theoretical foundations of this issue have been explored within the frameworks of value philosophy, personality development theories, professional education concepts, and competency-based approaches. In recent years, as a result of the growing emphasis on the humanization of education and learner-centered paradigms, increasing attention has been devoted not only to teachers' professional knowledge and skills but also to the formation of their value-based attitudes, professional positions, and ethical responsibility. Consequently, the axiological approach is currently recognized as one of the most important methodological foundations of teacher education.

The development of axiological theory is closely associated with the contributions of Western philosophers. In particular, German philosophers Rudolf Lotze, Wilhelm Windelband, and Heinrich Rickert provided a scientific interpretation of the concept of value. According to their theoretical perspectives, values serve as essential determinants of human activity and social development. Subsequently, the issue of values entered the fields of pedagogy and psychology, becoming one of the fundamental categories shaping the content of education. In particular, the tendency to examine personality development in relation to value systems has become increasingly widespread in pedagogical research.

Among foreign scholars who have made significant contributions to the scientific study of values are Abraham Maslow, Carl Rogers, and Viktor Frankl. In his hierarchy of needs theory, Maslow demonstrated that self-actualization and personal growth are inseparably connected with values. According to his perspective, the highest level of human development is characterized by the pursuit of spiritual and moral values. Rogers developed the concept of learner-centered education and emphasized that humanistic

relationships between teachers and students constitute a fundamental factor in personal development. Frankl's theory of logotherapy, in turn, explains that the meaning of life and personal values serve as essential determinants guiding both professional and personal activities.

The theory of values developed by Shalom Schwartz occupies a special place in the study of professional values and the axiological foundations of pedagogical activity. Schwartz conceptualized values as a universal system and scientifically substantiated their influence on human behavior and professional practice. His theory is currently regarded as one of the most widely applied frameworks for diagnosing and studying pedagogical values. Likewise, Milton Rokeach's theory of value orientations continues to serve as an important methodological foundation for investigating teachers' professional values.

Within Russian pedagogical science, the theoretical and methodological foundations of the axiological approach have been significantly enriched by the works of Vladimir Slastenin, Evgeniya Bondarevskaya, Valeriy Serikov, and Igor Isaev. Slastenin interpreted pedagogical activity as a profession grounded in humanistic values and argued that teachers' professional culture and value systems are among the key determinants of educational quality. Bondarevskaya advanced the concept of learner-centered education and scientifically substantiated the idea that human values should occupy a central place within the educational process. According to her, the primary mission of education is to ensure the spiritual and cultural development of the individual.

Serikov developed a value-oriented model of pedagogical education that emphasizes the formation of future teachers' professional positions and value-based attitudes. Isaev investigated the relationship between pedagogical culture and professional competence, demonstrating the integrative role of values in teachers' professional activities. The theoretical perspectives proposed by these scholars provide a substantial foundation for implementing the axiological approach within pedagogical education.

Among foreign researchers who have extensively studied the problem of professional competence, the works of Philippe Perrenoud, Lee Shulman, and Donald Schön deserve particular attention. Perrenoud defines competence as an integrative quality that

enables individuals to effectively address complex professional situations. Shulman analyzed the structural components of pedagogical knowledge and emphasized that values and ethical principles occupy an important place within professional preparation. Schön developed the theory of reflective practice, arguing that teachers' ability to analyze and evaluate their own activities constitutes a crucial factor in professional growth. These theoretical ideas significantly strengthen the conceptual foundations of axiological educational technologies.

Contemporary studies conducted by scholars from CIS countries have also extensively examined the development of future teachers' professional-value competence. These studies identify professional identity, pedagogical ethics, reflective culture, and professional responsibility as important indicators of educational quality among students of pedagogical higher education institutions. In particular, growing attention has been devoted to the implementation of innovative technologies aimed at developing teachers' value systems within digital learning environments.

The scientific works of Uzbek researchers have likewise focused on the modernization of pedagogical education, the development of future teachers' professional competence, moral and ethical education, and value-based instruction grounded in national traditions. Ongoing educational reforms in Uzbekistan require the harmonization of pedagogical education with international standards while simultaneously preserving national and universal values in teacher preparation. This circumstance further increases the practical significance of research dedicated to developing future teachers' professional-value competence.

The analysis of the reviewed literature demonstrates that the axiological approach constitutes an essential methodological foundation for preparing future teachers for professional activity. However, most existing studies focus on individual aspects of value theory, pedagogical culture, or professional competence. The comprehensive investigation of the effectiveness of axiological approach technologies in developing future teachers' professional-value competence remains an important unresolved scientific issue. Therefore, the present study possesses significant theoretical and practical value in

identifying the potential of axiological technologies within teacher education, evaluating their impact on professional-value competence development, and formulating evidence-based recommendations for educational practice.

Research Methodology. The present study was aimed at determining the effectiveness of axiological approach technologies in developing future teachers' professional-value competence. The research was based on systemic, competency-based, and axiological approaches as its primary methodological foundations. The study examined future teachers' attitudes toward professional values, motivation for pedagogical activity, understanding of pedagogical ethics, and levels of reflective ability development.

The empirical research was conducted among students enrolled in pedagogical programs at higher education institutions in the Republic of Uzbekistan. Participants were involved in the study on a voluntary basis and were provided with comprehensive information regarding the objectives and procedures of the research.

As diagnostic instruments, the study employed the "Value Orientation Assessment" methodology and a set of questionnaires designed to evaluate attitudes toward professional activity. These tools are widely used in pedagogical and psychological research conducted within higher education institutions of Uzbekistan. The selected instruments enabled the assessment of key components of professional-value competence, including professional responsibility, pedagogical ethics, humanism, professional motivation, and reflectivity.

During the formative stage of the research, participants were exposed to specially designed educational activities based on the axiological approach. These activities included the analysis of problem situations, reflective tasks, pedagogical case studies, and value-oriented interactive teaching methods. The implementation of these technologies was intended to strengthen students' awareness of professional values, enhance reflective thinking, and foster value-based approaches to pedagogical practice.

At the final stage of the study, the initial and final assessment results were compared to determine changes in the level of professional-value competence. Statistical processing of the collected data was conducted using percentage analysis methods. The obtained results made it possible to identify the dynamics of development in future teachers'

professional-value competence and to evaluate the effectiveness of the implemented axiological approach technologies.

Table 1

Levels of Professional-Value Competence Development among Future Teachers at the End of the Experimental Study (n = 120)

As can be seen from the data presented in Table 1, the implementation of axiological approach technologies resulted in significant positive changes in the levels of professional-value competence among future teachers. In particular, the proportion of participants demonstrating a high level of professional-value competence increased from 20.0% at the beginning of the experiment to 38.3% after the intervention. At the same time, the percentage of respondents classified at the low level decreased substantially from 31.7% to 16.7%.

These findings indicate that axiological approach technologies served as an effective means of fostering students' understanding of pedagogical values, strengthening their sense of professional responsibility, promoting adherence to the principles of pedagogical ethics, and developing a positive attitude toward professional teaching activities. Furthermore, the transition of a considerable number of participants from the medium level to the high level confirms the gradual and progressive nature of professional-value competence development. The results demonstrate that value-oriented educational activities contribute not only to cognitive growth but also to the formation of stable professional beliefs and attitudes that are essential for future pedagogical practice.

Overall, the findings suggest that the systematic application of pedagogical technologies based on the axiological approach constitutes a significant factor in the development of future teachers' professional-value competence. This approach facilitates students' professional self-awareness, promotes a conscious attitude toward pedagogical activity, and enhances the effectiveness of their future professional performance.

Conclusion. The results of the present study confirm that the development of future teachers' professional-value competence is one of the most important and strategically significant priorities of contemporary pedagogical education. Ongoing educational reforms,

new professional requirements imposed on teachers, and the challenges of globalization necessitate the enhancement not only of teachers' professional knowledge and skills but also of their value systems, professional positions, and moral and ethical qualities. In this context, the axiological approach emerges as one of the most effective methodological foundations for preparing future educators for professional activity.

The study revealed that axiological approach technologies exert a substantial positive influence on the development of future teachers' professional-value competence. Specifically, value-oriented instructional methods, reflective learning activities, pedagogical case analysis, interactive technologies, and collaborative forms of learning contributed to strengthening students' commitment to pedagogical values, enhancing their sense of professional responsibility, and deepening their understanding of the social significance of teaching. As a result, important qualities such as humanism, professional ethics, pedagogical duty, tolerance, and social responsibility demonstrated noticeable improvement among the participants.

The literature review indicated that although local and international scholars have extensively investigated issues related to values education, pedagogical competence, and the axiological approach, the comprehensive examination of modern pedagogical technologies aimed at developing future teachers' professional-value competence remains a relevant and insufficiently explored research area. Therefore, the present study possesses both theoretical and practical significance by addressing this important gap in the existing body of knowledge.

Based on the findings, it can be concluded that professional-value competence represents an important integrative component of a teacher's overall professional preparedness. It is formed through the interaction of pedagogical knowledge, professional motivation, ethical standards, social responsibility, and personal values. A well-developed professional-value competence enhances teachers' effectiveness in educational practice, improves their communication culture, and strengthens their professional stability and commitment.

Furthermore, the research findings emphasize the necessity of enriching the educational process in pedagogical higher education institutions with value-oriented content, strengthening professional and ethical education components, and expanding the implementation of reflective and interactive learning technologies. Such measures contribute to the development of students' professional identity, foster conscious and responsible attitudes toward pedagogical activity, and ultimately improve the quality of teacher education.

In general, the purposeful and systematic application of axiological approach technologies can be considered an effective means of developing future teachers' professional-value competence. Teachers prepared through this approach possess not only high professional capacity but also strong moral and ethical principles, a well-developed pedagogical culture, and the ability to organize educational processes in accordance with humanistic values. Consequently, this approach contributes to elevating the quality of the national education system, preparing competitive teaching professionals, and fostering the younger generation in the spirit of both national and universal values.

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