

Methodology for Developing Moral and National Values in Students Through Historical Knowledge

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	Abstract This article presents methodologies for developing moral and national values in youth through historical knowledge. By understanding specific historical events, students see where human life, dignity, rights, and spiritual virtues were neglected. Through these moral lessons, they not only gain insight into the distant past but also learn to reflect on various ethical situations in their own lives. Assessment and Modernization of the Methodology. The main pillar of our new methodology (TFTAX) is the integration of scientific rigor and practical applicability. This methodological process should be regularly evaluated and, if necessary, modernized.
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Introduction

The methodology for developing students' moral consciousness and behavior through historical-philosophical knowledge (illustrated by the topic "Philosophy and Methodology of Teaching Modern History" within the course "Philosophy of History and Teaching Methods") has significant scientific and practical importance. The course "Philosophy and Methodology of Modern History" not only broadens students' thinking, fosters a moral approach, and develops the ability to analyze progress scientifically, but also helps strengthen their spiritual values, moral worldview, and proper behavioral skills in society.

While methodological developments in this area have so far been largely theoretical, our current goal is to actively develop a moral-pedagogical concept in the educational process. This involves creating logical guidelines and a dedicated program that integrates theoretical knowledge with practical moral education.

It should be noted that to gain meaningful insights from any philosophy of history course, students must simultaneously understand multiple aspects: the essence of historical events, philosophical perspectives, and their connection to moral values. Therefore, the concept of "Philosophy and

Methodology of Modern History”—as part of the course “Philosophy of History and Teaching Methods”—can serve as a substantial resource for shaping students’ moral consciousness.[1;27] Modern history provides the opportunity to understand the roots of contemporary moral problems, achievements in spiritual and ethical matters, political conflicts, and cultural processes, as well as their impact on societal development.

“Philosophy and Methodology of Modern History” primarily refers to the political, economic, scientific-technical, and cultural changes that occurred globally at the end of the 19th and beginning of the 20th centuries. It also encompasses the development of philosophical ideas, the emergence of new social perspectives, the reconsideration of political systems from the standpoint of human rights and moral values, global events, the two world wars, and the interactions between the development of the West and the East. Studying how the concept of morality was expressed during these processes and how new principles of social ethics were formed helps students develop the skill of drawing ethical conclusions. In this context, historical knowledge aligns with morality and provides a significant opportunity to enrich the moral and cultural consciousness of students.

The Importance of Developing Moral Consciousness through Historical-Philosophical Knowledge. Historical-philosophical knowledge is not merely a collection of facts, dates, and events; it involves in-depth analysis of scientific, political, and cultural processes in societal development, especially as they relate to human ethics and worldview. A philosophical approach to history prompts students to confront fundamental questions such as:

- “Why did this particular event occur?”
- “How did this process affect societal morality?”
- “What conditions did certain reforms create for moral values in human history?”
- “At what times did ethical decline occur, and in what forms?”

Through this process, students develop the ability to conduct ethical analysis and deeply understand history, which provides a scientific basis for shaping their personal behavior.[2; 24]

Moral Consciousness Develops Primarily through Experience and Education. Although history contains vast amounts of information, analyzing it through ethical and critical standards guides individuals toward personal growth and moral development. In modern history, alongside periods marked by militarism, violence, totalitarian systems, colonialism, or infrastructural development, there are also eras characterized by tolerance, freedom, and humanity. Analyzing history in this way demonstrates to students the invaluable nature of moral values.

Methodological Perspective. Through historical-philosophical knowledge, students integrate the triad of “**mind – morality – action.**”

- **Mind** refers to a scientific approach to understanding history.
- **Morality** refers to the spiritual standards within an individual.
- **Action** refers to the practical manifestation of these principles in life.

As J. Dewey emphasizes, “**practical morality**” involves applying theoretical moral concepts systematically in societal development, education, and daily life. By deeply understanding historical processes of the modern era, students see the close interconnection between successes and failures in history and moral principles, which in turn helps them develop the ability to make ethical decisions in their own lives.

Impact of the Topic on Moral Development. Choosing the topic “Philosophy and Methodology of Modern History” within the course “Philosophy and Methodology of Teaching History” is justified for several reasons:

1. This era is rich in wide-ranging, rapid political events in world history.
2. Industrialization, scientific-technical progress, the two world wars, and the formation of various political ideologies provided significant lessons for human moral values.[3; 10]

By studying history, students can identify the ethical concepts underlying these events and analyze them, thereby reflecting on and reshaping their personal behavior. For instance, examining the moral positions behind the political decisions of leaders like Margaret Thatcher, Franklin Roosevelt, Woodrow Wilson, Mahatma Gandhi, and Mustafa Kemal Atatürk, or analyzing how totalitarian regimes violated ethical norms, allows students to engage in profound ethical discussions.

In the Modern Era of History, Violations and Contrasting Trends in Moral Values Are Clearly Visible

In this context, students understand specific historical events and identify where human life, dignity, rights, and moral virtues were neglected. Through these ethical lessons, students not only examine distant historical events but also reflect on moral situations in their own lives. While some may view the “Philosophy of Modern History” as merely a collection of facts, it is, in reality, a profound source of moral and spiritual insights.

Ways to Evaluate and Modernize the Methodology.

The core principle of our new methodology (TFTAX) is the integration of **scientific rigor and practical applicability**. This methodological process should be regularly evaluated and, if necessary, modernized, because historical-philosophical knowledge and moral concepts evolve over time, and pedagogy constantly requires a solid scientific-practical foundation.

Evaluation Mechanisms:

Regular Testing: Students take tests designed to reveal their ethical viewpoints and to assess their understanding of moral issues derived from historical events. These tests allow comparison between initial and final levels of moral reasoning.

Surveys: Anonymous surveys on ethical dilemmas are conducted regularly, showing the extent to which students support equality, tolerance, and justice or, conversely, hold opposing positions.

Discussion Analysis: Audio and video recordings of case studies or role-play exercises are analyzed. A team of educators evaluates students’ ethical reflections and conclusions.[4; 30]

Pedagogical Reflection: At the end of each semester, one- or two-week reflection sessions are held. Educators assess questions such as: “How much has moral consciousness developed?” “What challenges arose?” “Has students’ understanding of ethical issues improved?” If needed, new elements (digital simulations, virtual discussions, video conferences with foreign universities) can be added to the methodology.

The TFTAX methodology not only demonstrates how historical-philosophical knowledge combined with moral consciousness can develop student behavior, but also aims to enrich the educational process with **moral content**. Understanding history allows humanity to evaluate past events ethically and learn from them. J. Piaget’s research in developmental psychology emphasizes that moral development in children is connected to evaluating situations and applying

a previously formed “**moral imperative.**” This approach can also be applied in adult education, treating each historical event as an object for moral evaluation.

Positive Outcomes of the Program Based on Modern History:

Formation of Personal Behavior: Students comprehend successes and failures in modern history, understand the consequences of immoral actions in their own lives, and develop new mechanisms for self-control.

Increase in Social Awareness: Students grounded in moral values interact with their community with tolerance, fairness, and cooperation, fostering long-term respect for democratic values, human rights, and moral issues in society. [5; 43]

Application of Historical Lessons in Life: Students begin to view history not merely as a subject to memorize but as a continuous source of ethical lessons, developing the ability to draw insights from history for contemporary challenges.

Effectiveness in the Pedagogical Process: Use of interactive methods, group work, and collaborative projects increases student engagement, encourages independent thinking, and fosters ethical decision-making.[6; 55]

Thus, the TFTAX methodology can be applied beyond a single topic to other historical periods in education. However, testing it through the example of “Philosophy and Methodology of Modern History” allows rigorous scientific-practical evaluation. Every historical event, figure, and process can serve as a source for developing moral consciousness. For instance, analyzing how the political decisions of 20th-century world leaders were grounded in ethical principles or when morality was neglected or completely ignored provides students with a broader understanding of the history of ethics.

Additional Pedagogical Conditions and Recommendations.

Collaboration with Parents: Students are not merely participants in the educational process; the family environment is also crucial. Close cooperation with parents allows students to engage in ethical discussions at home and apply lessons learned from history in everyday life.[7; 22]

Enriching the Educational Environment: Organizing historical exhibitions, interactive presentations, and museum corners at universities or colleges can further engage students and encourage ethical exploration.[8; 33]

International Experience: Around the world, there are character education and civic education programs. Effectively adapting these programs to align with national mentality can provide new opportunities for developing moral consciousness. For instance, European universities have programs that encourage students to participate in community service, which fosters ethical awareness.

Group Reflection: Once a month, faculty or departmental meetings could include a dedicated agenda item titled “Issues of Moral Education.” This allows educators to exchange experiences and discuss how students’ moral awareness has evolved in response to ethical situations in modern history. [9; 11]

Conclusion:

The “Methodology for Developing Students’ Moral Consciousness and Behavior through Historical-Philosophical Knowledge” (illustrated through the topic “Philosophy and Methodology of Modern History”) clearly defines objectives and establishes pedagogical conditions for their achievement. This methodology integrates scientific-theoretical achievements with practical application, demonstrating the undeniable role of history in moral development.

History is not merely a chronicle of the past; it is one of the most scientific sources for understanding and shaping contemporary ethical behavior. Through historical lessons, students strengthen their worldview, consolidate moral principles, and take the first steps toward correct ethical behavior. The TFTAX methodology supports this process with a combination of theoretical foundation, practical programs, and pedagogical strategies.

In short, moral consciousness cannot be fully developed without historical-philosophical knowledge, because human reasoning opens the path to a happy future through understanding the past and drawing lessons from it. This scientific-practical methodology enhances the educational process, ensuring that historical lessons serve as a solid ethical foundation, and links the philosophy of history directly with moral education.

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