

## Transformation of Students' World View and Interests

Urayimova Muqaddam Komiljon qizi

Namangan State University, Master's student, Department of Psychology

studenturayimova@gmail.com

**Abstract:** This research examines the ‘worldview and interest change’ of students with their adapting to the higher education, which indicate a gap in knowing how personal, social and cognitive factors affect this change. The study is based on a qualitative design that integrates literature review, structured interviews, as well psychologies theory such as Maslow’s hierarchy of needs and Vygotsky’s sociocultural theory A) to analyze motivational changes, and cognitive development. By the results from the research it shows that students’ encounter with a wide range of academic environments, modern technology and intercultural face-to-face interaction transform profoundly values, career objectives, and self- awareness. The findings indicate that worldview and interest development are changing, complex, highly interwoven with societal and educational governmental trends and policies. These findings suggest that institutions of higher education must integrate their teaching methods and curricula to students’ changing intellectual and individual maturation patterns in order to ensure more effective and more personalized forms of learning.

**Keywords:** critical thinking, worldview, interest, self-awareness, personal changes, intellectual development, psychological changes, motivation, scientific interests, personal development, social changes.



This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license

### Introduction.

Since the technology, globalization and changing socio-cultural norms took place in recent decades, higher education has been altered as well. These transformations have produced dynamic learning spaces where students are not restrained by the roles of a ‘producers’ of society or a ‘consumers’ of knowledge, but transformed into doing subjects which restive to and shape their personal, intellectual and social identities. When students come to universities, they will see new ways of thinking, a new range of views, and new expectations. Very much, the experiences these people have always influence their worldview the whole framework through which they perceive the world and which also informs their interests, defining their motivation and engagement. Their evolution must be understood in order to improve student support systems, create curricula, and alter institutional policy.

The connection between higher education and student transformation has multi-dimensional and complex character. Cognitive, emotional, social development correlate with the worldview and interest formation. Theories in psychology like Maslow's hierarchy of needs and Vygotsky's sociocultural theory provide some basis by which to understand the contributions of motivation and interactivity to human development. Worldview consists of philosophical, cultural and personal beliefs, interests represent areas of attention and effort toward these areas of knowing through spending attention and effort in them. Educational experiences, social interaction, and exposure to new disciplines and development of new technologies in university settings shape these components. [1]

While there have been a plethora of studies exploring student engagement, motivation, and learning outcomes, there are knowledge gaps in terms of the impact on development of the author's world view and interest during the span of the whole of university. Previous research has been most oriented towards academic performance and cognitive outcomes without much attention to the subjective, emotional, and philosophical aspects of student development. For example, Dewey (1933) advocated reflection as education but did not explore how time impacts personal interests and worldviews. Similarly, in his theory of multiple intelligences, Gardner makes note of the existence of different learning capacities, but has little to help explain those intelligences and their relation to self concept and belief systems. The purpose of this article is to fill this gap by linking psychological, sociological and pedagogical points of view.[2]

The selected methodology of this study is a qualitative one, which carried out through literature review followed by observational techniques and structured interview with undergraduate students. It is based on the interpretive paradigms, with emphasis on the subjective experience and contextual analysis, which the research design is grounded on. The aim of the study is to study patterns of how worldviews and interests get transformed with time using students' reflections on their academic journey, social participation, and intellectual exploration. By integrating psychological framework, a more complex understanding of internal motivation is possible while sociocultural analysis focuses on the role of external factors like of peer groups, teaching practices, and digital media.

This research is expected to clarify the role of worldview and interest transformation that leads to the change in students' worldview and development. It is expected that students exposed to interdisciplinary learning, critical discussions, and a supportive academic environment will have more profound shifts in serving and connection at an attentional level. These insights impact educators, curriculum designers, and policymakers to ponder over student centered approaches that encourage and promote reflective thinking, creative thinking and purposeful learning in students. Ultimately, this research shall ultimately support the allowances for well-rounded individuals to become ready to learn and contribute meaningfully to the society. [3]

## Methods

The study employs a qualitative research methodology to explore the transformation of students' worldview and interests in higher education. [4] A combination of literature analysis, observational methods, and psychological theories was used to assess the impact of social, cultural, and technological influences on student development. The research draws upon theoretical frameworks from psychology, including Maslow's hierarchy of needs and Vygotsky's sociocultural theory, to understand students' motivational changes and cognitive growth.[5] Additionally, historical perspectives on higher education development and its role in shaping student interests were examined through academic sources and presidential policies on education reform. [6] The study integrates surveys and structured interviews with students to gain insights into their evolving perspectives, career aspirations, and engagement with modern knowledge fields. By analyzing these factors, the research aims to identify the key determinants of student

transformation and provide recommendations for improving higher education policies to align with students' evolving academic and personal interests.[7]

## Results and Discussion

First of all, let's dwell on the worldview and interests separately. A worldview is a set of decisions that assess subjective well-being. It appears as a result of trying to understand the surrounding world. The worldview can be religious, philosophical, scientific. [8] Worldview-common to the world and to the place of a person in it, to the attitude of people to the reality and self around them the system of views, as well as the beliefs of people based on these views, ideals, knowledge and principles of activity are shared. The worldviews of students also reflect philosophical, scientific, religious, political, moral, legal, aesthetic knowledge, views formed in society, Higher Education. [9] This in turn is also closely linked to social relationships. Interests, on the other hand, are the attitude of an individual to a certain thing and phenomenon that is valuable and pleasant to him. In this, the peculiarity of a person is directly embodied and reflected. Interest is used in the conscious, thorough, stable, conscious acquisition of students ' knowledge, in the formation of skills and abilities, helps to develop their abilities, mind, creativity, to understand the world more perfectly.[10]

At this point, the question arises: What is the growing interest of students in these days? [11]

Looking at the question with a different eye, it can be seen that your students are currently interested and world views are much more refined than in previous times, the reason is that their behavior, behavior ethics, from their clothes to the cellular media they use have evolved much more than in previous years, they are growing in keeping with the Times, striving A student who has made a step towards higher education, in many cases, expands his worldview, which was formed in a previously small and limited circle. Several factors influence this process: [12]

Cultural and social influences: students entering higher education, different social groups discover teacher and student relationships, new ideas and perspectives. Through the subjects studied at the University, IT programs, scientific discussions on various topics and communication with foreign students, students expand their worldview. [13] Students often master new worldviews by thinking with others while forming their own opinion, discussing different opinions and views. We can give an example of the worldviews of current student youth as follows:

His interests in reading and gaining knowledge;[14]

Izhimoi and his interests in political activities;

His interests in modern technology;

Cultural interests and diversity;

Environmental awareness of the environment;

It is necessary to make a pleasant and innovative thinking, etc.z.

In addition,"it is important to take into account the orientation of the individual, temperament, character and abilities in the management of Student Activities " 2.We can safely say that personal experiences, parents, teachers in higher education and environmental factors play a role in the formation of worldview and interests of students and young people.And the principles of interest and worldview of students play an important role in improving the effectiveness of the educational process, working on their own, making independent decisions. Taking into account the interests and worldviews of students in this regard: it is permissible to list the views of our President Shavkat Miromonovich Mirziyoyev on Higher Education:

Improving the quality of education;

Preparing students for the profession;

Development of scientific research;

International cooperation;

The main place is occupied by the issues of ensuring the interests and worldviews of our student youth in the process of higher education, modern knowledge and professional skills. [15] It is also considered an important goal to ensure that universities and other scientific institutions reach international rankings in the development of higher education using high potential, strong talent and thinking in them. In this regard, that is, we should list famous scientists who have carried out a number of studies on the interests and worldviews of students: Abraham Maslow "The Theory of Maslow's Pyramid of needs"<sup>3</sup>, in the work of the scientist, studied the motivation of students and their needs, helping to understand how they affect the development of their interests. Carl Rogers' approach in humanistic psychology plays an important role in shaping students' own interests and worldviews. John Dewey, Albert Bandura, Howard Gardner, Eric Erickson, Jean Piaget, Vygotsky Lev - these scientists have conducted research on the study of students' interests and worldviews.

He developed various approaches to improve the effectiveness of the educational system, to help students think independently and realize their potential, and felt it necessary to take into account not only theoretical, but also practical aspects of the educational process.

Understanding students' worldview and interests necessitates deep engagement with their lived experiences, especially in the context of higher education where intellectual, social, and personal dimensions of identity converge. In this section, the findings from structured interviews and observational data are discussed in line with psychological theories and sociocultural perspectives.

### **Worldview and Interests: Foundational Concepts**

Worldview is a multifaceted construct encompassing a person's overarching beliefs, perceptions, and values about the world and their role in it. It is shaped by religious, philosophical, scientific, cultural, and moral knowledge. Interests, on the other hand, refer to focused areas of cognitive and emotional engagement, representing intrinsic motivations and orientations toward particular objects, subjects, or experiences. Together, they provide a lens through which students navigate their academic life and form their future goals.

Our study revealed that students' worldviews are not static but evolve dynamically, particularly during their university years. These changes reflect interactions with diverse knowledge systems, exposure to global perspectives, and engagement in reflective learning. The interviews indicated that students begin university with a relatively narrow worldview shaped by family, local community, and primary school education. As they advance, they integrate more complex and abstract understandings, influenced by their academic disciplines, peer relationships, and social environments.

### **The Role of Higher Education: A Catalyst for Transformation**

Higher education, by design, introduces students to interdisciplinary knowledge, critical discourse, and cross-cultural interaction. Through their coursework, involvement in extracurricular activities, and exposure to global media, students become more self-aware and reflective. In alignment with **Maslow's hierarchy of needs**, students initially strive to meet their physiological and safety needs (such as stable routines, grades, housing). Once these are secured, they seek belonging, esteem, and self-actualization, which emerge in the form of active engagement in class, participation in research projects, and independent thinking.

Students shared that the university setting allowed them to **question previously held assumptions**, such as societal roles, gender expectations, and career priorities. This is in line with **Vygotsky's sociocultural theory**, which emphasizes the role of social interaction and cultural

tools in cognitive development. The ‘Zone of Proximal Development’ (ZPD) described by Vygotsky is observable in how students’ learning is scaffolded by teachers, peers, and digital technologies, helping them to move from dependence to independence in learning and worldview formation.

### Factors Influencing Transformation

The transformation of worldview and interest is influenced by a complex network of internal and external factors:

1. **Academic Environment:** Courses in philosophy, psychology, and sociology often trigger critical self-reflection. Students begin to explore existential questions and challenge ideologies. For instance, one student described how studying ethics changed her views on social responsibility and environmental activism.
2. **Digital Media and Global Connectivity:** Social networks and online platforms expose students to international debates and digital cultures, altering their perceptions and aspirations. Interviewees often cited TED talks, YouTube lectures, and academic influencers as sources that expanded their intellectual horizons.
3. **Peer Interaction and Diversity:** Exposure to students from different cultural, linguistic, and religious backgrounds in higher education fosters empathy, tolerance, and pluralism. As one student stated, “I used to think everyone should believe what I believe. Now I understand belief is personal, shaped by experience and culture.”
4. **Family and Personal History:** While education broadens perspectives, students’ foundational values are often rooted in family traditions. However, these roots are frequently reinterpreted in light of new knowledge. For instance, a student from a conservative background reported reconciling his faith with modern scientific theories through critical analysis and discussion in class.
5. **Institutional Support:** Universities that offer mentoring, counseling, and student-led initiatives promote healthy identity exploration. These platforms provide safe spaces for students to share and reflect, leading to deeper interest in human rights, policy-making, mental health, and environmental causes.

### Interest Development: From Surface to Deep Engagement

Interest development progresses from situational (short-term curiosity) to individual (long-term involvement). Initially, students may take up subjects based on peer influence or perceived prestige. However, through reflective practice and project-based learning, their interest becomes more intrinsic.

Our interviews revealed that interest becomes solidified when students connect their academic learning with real-world applications. For instance, a student pursuing environmental science became passionate about sustainable development after participating in a campus clean-up initiative, leading to long-term involvement with an NGO.

Similarly, interest in research was often sparked by engagement with passionate educators. One psychology student noted that her fascination with child development began after her professor introduced a case study involving Piaget’s cognitive stages.

### Narrative Case: Student Reflection

One case that exemplifies the transformation was of a second-year literature student who initially enrolled due to family pressure. Over time, exposure to literary theory, debates on postcolonialism, and creative writing workshops allowed her to develop a new self-concept as a



writer and activist. She described her journey as one of “awakening,” where her previous passive attitude transformed into critical engagement and creative exploration.

This case supports Dewey’s notion of education as a reflective process. As students interact with stimuli, they make meaning, restructure previous beliefs, and form new conceptual maps of the world.

### **Integration of Maslow and Vygotsky: A Theoretical Narrative**

Maslow’s theory aligns with the trajectory observed in many students. The movement from safety and belonging toward esteem and self-actualization correlates with increased autonomy, self-directed learning, and community engagement. Vygotsky’s theory, when mapped onto this, suggests that cognitive scaffolding through social interaction accelerates this transformation.

Structured interviews revealed that students felt most empowered when professors encouraged independent thought, collaborative learning, and real-world application of theories. This is indicative of successful movement through the ZPD.

### **Practical Implications for Educators and Institutions**

To foster interest and worldview development, the following strategies are recommended:

- Curriculum Design: Include interdisciplinary modules that allow students to connect science, ethics, and personal development.
- Critical Pedagogy: Encourage reflective essays, open-ended debates, and ethical dilemmas to deepen self-awareness.
- Mentorship Programs: Pair students with mentors to discuss academic and life goals regularly.
- Digital Literacy Integration: Teach students how to navigate information critically in the digital age.
- Global Learning Opportunities: Promote student exchange programs and international collaboration for intercultural competence.

These strategies not only support personal transformation but also prepare students for a complex, uncertain, and interconnected world.

### **Conclusion**

In conclusion, it can be said that the transformation of students ' worldview and interests can be seen continuing in connection with social, cultural, technological and economic changes in society. The development of globalization, the internet and Information Technology in the current period, as well as the renewal and changes in higher education institutions, which continue to grow in a consistent way with today's times, are becoming an important factor in shaping the worldview of students. The worldview and interests of students are constantly transforming, and in accordance with wide changes in society, technological progress and new socio-economic conditions. This process opens up new opportunities for students in the future and a new goal-the goal of victories.

### **Literature used:**

1. S. B. Merriam и L. L. Bierema, *Adult Learning: Linking Theory and Practice*. Jossey-Bass, 2014.
2. D. A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall, 1984.
3. E. G. Goziev, *Higher School Psychology*. Tashkent: Teacher, 2000.
4. Z. T. Nishanova, *Higher School Psychology*. Tashkent, 2003.

5. J. Dewey, *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. D.C. Heath, 1933.
6. A. Maslow, *Maslow's Theory of the Pyramid of Needs*. Namangan: Personality Psychology, Special Psychology, Psychology of Gifted Children Lecture Text, 2019.
7. L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press, 1978.
8. P. Freire, *Pedagogy of the Oppressed*. Continuum, 1970.
9. *Presidential Speeches on the Development of Higher Education*. 2017.
10. «Psycho Online». [Онлайн]. Доступно на: <http://www.psycho.all.ru>
11. M. S. Knowles, *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. Cambridge Adult Education, 1980.
12. J. Piaget, *The Psychology of Intelligence*. Routledge, 1950.
13. D. A. Schön, *The Reflective Practitioner: How Professionals Think in Action*. Basic Books, 1983.
14. J. S. Bruner, *Toward a Theory of Instruction*. Harvard University Press, 1966.
15. J. Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge, 2009.