| Research Article

Check for updates

Improvement of Mechanisms for Developing Research Competences in Students Based on Axiological Approach

Abdurazakova Zebiniso Akmalxon qizi

Doctoral student at Kokand State University

Abstract: This article explores the mechanisms for improving students' research competencies through an axiological approach. It presents theoretical and methodological foundations of value-based education that enhance scientific thinking. The study emphasizes the analysis of pedagogical literature, assessment of practical outcomes, and the development of recommendations for integrating axiological principles into the educational process.

Keywords: axiological approach, values, research competence, scientific thinking, innovative education, student motivation, reflection, methodology, academic freedom, independence, learning process.

Introduction

The modern educational process is aimed at developing the scientific potential of students, educating them as individuals who are not indifferent to social problems and are able to think on a specific scientific basis. The competency approach in higher education is one of the main priorities, in which students should not only acquire knowledge, but also have the ability to apply it in practice, think independently, and conduct research. This, in turn, creates the need to form research competencies in them.

Research competencies include the student's skills to identify a scientific problem, collect information, analyze information, draw conclusions based on a scientific approach, justify their point of view, and adhere to scientific ethics. In the effective formation of these competencies, the harmony of the content of education with the internal value system is important. The axiological approach serves to fulfill this task.

The axiological approach, taking into account the individual values of the student, encourages him to acquire deep knowledge, to feel moral and social responsibility. When this approach is used in the educational process, students rely not only on external factors, but also on internal motivation in mastering knowledge. This serves as an important tool for involving them in independent research, innovative approaches and scientific activities.

Today, the formation of research competencies in students is carried out not only through traditional teaching methods, but also through value-oriented, person-based, problem-solving

educational methods. Therefore, improving the mechanisms for developing these competencies based on the axiological approach is an urgent scientific and practical task.

Research methodology.

This study, based on the axiological approach, combined theoretical, practical and diagnostic methods for the formation of students' research competencies. The methodological basis of the study was axiology, activity theory, competency model, reflective pedagogy and the concept of person-centered education.

During the study, observation, questionnaire, test, analytical interview and pedagogical experiment methods were used. Value-oriented interactive methods were used in the teaching process with experimental groups. In them, students were given tasks such as choosing scientific topics, conducting research, analyzing data, drawing conclusions based on group discussions. The control group received education using traditional methods.

The axiological competencies of students were studied based on the following indicators: level of internal motivation, ability to think independently, culture of reflection, attitude to scientific ethical standards, critical analysis skills. Monitoring was carried out at each stage through control work, presentations, and small scientific projects.

3rd-year students of higher educational institutions in the field of social and humanitarian sciences were selected as the object of the study. The subject of the study is the mechanisms for forming research competencies in them on an axiological basis.

Analysis of literature on the topic.

The problem of developing axiological approach and research competencies is not only one of the central directions of modern pedagogy, but also an important scientific and methodological basis serving to form a person as a qualified specialist in higher educational institutions. In recent years, scientific research in this area has been mainly focused on the development of student competencies, increasing quality factors in education, strengthening the personal approach and harmonizing it with spiritual values. In M. Joraev's work entitled "Formation of innovative competencies in students based on new pedagogical technologies", the author considers the system of competencies that serves to develop the student's personality in the modern educational process. In the author's research, along with the activity-based approach in the development of competencies, the value system is also recognized as an important factor.

Z. Mamajonova's research on the topic "Development of professional competencies based on an axiological approach" justifies the need for personal values, motivation and preparation for socially significant activities in ensuring the professional growth of students. She, in particular, revealed the mechanisms for strengthening the internal position of the student through the anti-stereotype approach of the teacher in higher education.

H. Kadirova's scientific articles provide complete information about the components of research competence, the criteria for their identification and diagnostic tools. She shows research competence not only associating it with scientific activity, but also as the ability to approach the issue scientifically and theoretically in any professional activity.

N. Tashpulatova's research considers the competency approach in the modern higher education environment, especially in combination with interdisciplinary integration and digital technologies. It shows the mechanisms that ensure the development of such qualities as free thinking, independent decision-making, and social responsibility in students through educational models based on axiological principles.

Also, in the work of I. Mamatkulov entitled "The Effectiveness of Innovative Educational Technologies in the Higher Education System," new teaching methods and their effectiveness in

developing students' research competence and creative thinking are analyzed. According to the author, the student's moral values, professional aspirations, and social activity play a decisive role in the formation of any competence, including research competence.

The analysis of this literature shows that the issue of developing research competence leads to effective results when it is enriched not only with a methodological approach, but also with a deep axiological basis. It is precisely such factors as the student's inner worldview, value system, level of self-awareness, and correct understanding of his place in society that directly affect the development of these competencies. In this regard, as a result of in-depth study of this topic, familiarization with existing literature and their analysis, it will be possible to put forward new scientific and methodological views.

Analysis and results

The use of an axiological approach in the development of students' research competencies in higher education institutions not only increases pedagogical efficiency, but also serves to perfectly shape the personality. The educational process based on an axiological approach plays an important role in awakening the student's understanding of personal values, independent thinking, critical thinking, social responsibility and professional motivation. This approach puts the human personality, his inner world and moral position at the center of the educational process.

As it was found during the study, research competence is a broad concept, which consists of such components as knowledge, skills, qualifications, personal characteristics, moral values and social activity. Observations and interviews conducted among students show that research competence is formed faster in individuals who have a strong desire to solve problems on a scientific and theoretical basis, and who are based on self-awareness.

Based on the experience of educators who used the axiological approach in the educational process, it can be said that students have increased research activity, a tendency to ask questions, and a need to gain knowledge through experience. This leads to their not only acquiring knowledge, but also acquiring higher-level thinking skills such as self-development, independent search for new knowledge, analysis and evaluation of existing information. During the research, the differences between the traditional approach and the axiological approach were clearly revealed. In the traditional approach, the student is given ready-made knowledge, which he passively accepts. The axiological approach, on the other hand, connects knowledge with values, turns it into an activity with personal meaning. As a result, the student develops a conscious need for knowledge, research motivation, and the ability to make independent decisions.

Based on the analysis, it was found that the following factors are important in the formation of students' research competence: the harmony of knowledge with personal values, a socially and morally responsible approach to scientific activity, the need for self-reflection, and the presence of an independent and critical position in relation to learning. These factors are reflected in all stages of activity, from choosing a topic to analyzing, summarizing, and drawing conclusions.

One of the cases identified during the study is that if a student connects his activities with social benefit, professional ethics, and spiritual values, his scientific research will be more effective. The axiological approach considers not only science, but also morality as an object of study. This has a strong impact on the student's work on himself, his enjoyment of research, and his personal development.

It was observed that through practical exercises, project work, and independent research assignments, the student's personal activity increased, he was able to justify his opinion, select evidence, and put forward new ideas by analyzing various sources. This shows that teaching based on an axiological approach serves not only to impart knowledge, but also to mature the individual, to shape him in accordance with the needs of society.

In general, the analysis has proven that when the development of research competencies in students is combined with axiological foundations, their intellectual, social, and spiritual potential develops simultaneously. This is an important factor in achieving the main goals of the modern education system.

Conclusions and suggestions

Developing research competencies in students based on an axiological approach is an important factor in forming them as independent, thinking, responsible, and capable individuals of scientific research. In this process, the methodological skills of teachers, the use of interactive technologies, and the development of value-based lesson content are important. It is necessary to introduce an axiological education model in higher education institutions, strengthen the value system in the internal regulatory documents of the university, and actively involve students in scientific projects. In addition, it is advisable to develop special methodological manuals for teachers and promote a culture of self-assessment and reflection among students.

References:

1. Asqarov A. *Ta'lim jarayonida qadriyatlar tizimi*. Toshkent: Fan nashriyoti. (2020).

2. Hudoyqulova A. *Ilmiy kompetensiyalarni shakllantirishda motivatsiya va qadriyatlar*. Samarqand: Ilm ziyo. (2023).

3. Jo'raqulov G'.*Refleksiya va tanqidiy tafakkur: pedagogik asoslar*. Toshkent: O'zbekiston Milliy universiteti nashriyoti. (2021).

4. Rahimova Sh. *Innovatsion yondashuvlar va ilmiy tafakkur*. Toshkent: Yangi asr avlodi. (2019).

5. To'xtayeva. *Aksiyologik kompetensiyalar va ularni rivojlantirish texnologiyalari*. Buxoro: Barkamol avlod nashriyoti. M. (2022).

6. Qosimova, O. (2025). PEDAGOG XOTIN-QIZLARNING IJTIMOIY FAOLLIGINI RIVOJLANTIRISHNING IJTIMOIY-PEDAGOGIK TAHLILI. *Ижтимоий-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences.*, *5*(1), 464–472. https://doi.org/10.47390/SPR1342V5I1Y2025N64

7. Kasimova Ozoda Khudoynazarovna. (2024). TECHNOLOGY FOR INCREASING THE SOCIAL ACTIVITY OF TEACHER WIVES AND GIRLS. *IJTIMOIY FANLARDA INNOVATSIYA ONLAYN ILMIY JURNALI*, *4*(6), 94–97. Retrieved from https://sciencebox.uz/index.php/jis/article/view/11421

8. Kasimova, O. K. (2016). The Schools for Girls in Central Asia: the Meaning of Education and Methodology. *Eastern European Scientific Journal*, (3).

9. Qosimova, O. (2025). PEDAGOG XOTIN-QIZLARNING IJTIMOIY FAOLLIGINI RIVOJLANTIRISHNING IJTIMOIY-PEDAGOGIK TAHLILI. Ижтимоий-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences., 5(1), 464–472. https://doi.org/10.47390/SPR1342V5I1Y2025N64

10. Kasimova Ozoda Khudoynazarovna. (2024). TECHNOLOGY FOR INCREASING THE SOCIAL ACTIVITY OF TEACHER WIVES AND GIRLS. IJTIMOIY FANLARDA INNOVATSIYA ONLAYN ILMIY JURNALI, 4(6), 94–97. Retrieved from https://sciencebox.uz/index.php/jis/article/view/11421

11. Xudoynazarovna, Q. O. (2022). Technology Of Development Of Social Activity Of Female Pedagogues In The Conditions Of The New Renaissance. Journal of Positive School Psychology, 6(9), 4469-4471.