

# A practical methodological system for developing responsibility in students based on anthropocentric approaches

B. Ibragimov

Independent Researcher, Tashkent State Technical University Named After Islam Karimov, Uzbekistan

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**Abstract:** Modern educational approaches include various pedagogical and psychological concepts. Each approach organizes the educational process differently to achieve its specific goals. The effectiveness of the educational process is inextricably linked with what approaches are used.

**Keywords:** Modern educational approaches, pedagogical and psychological concepts.

**Introduction:** The integrative approach in education is a pedagogical method that connects different subjects or topics, treating them as a cohesive system to enhance and deepen students' learning. The primary goal of this approach is to foster a holistic worldview, helping students apply their knowledge to real-life situations and develop interdisciplinary thinking skills.

The axiological approach in education is a pedagogical method based on teaching values and moral norms. Axiology, as a theory of values, aims to help individuals understand and develop moral, aesthetic, social, and cultural values. This approach ensures that students acquire not only knowledge but also social responsibility, ethical behavior, and an appreciation of moral and aesthetic principles.

The competency-based approach in education focuses on developing not only theoretical knowledge but also practical skills in students. The main objective of this approach is to prepare students to apply their knowledge in real-life situations. By considering individual abilities, the competency-based approach helps students become highly skilled professionals in their respective fields.

The animation-based approach in education utilizes visual and interactive tools, especially animations and multimedia, as a core teaching strategy. This approach engages students' attention, presents complex topics in an understandable and engaging manner, and

encourages active participation. The animation-based approach, primarily relying on visual learning methods, enhances students' comprehension and retention of educational material by making it more tangible and visually accessible.

## Activity-Oriented Approach in Education

The activity-oriented approach is a pedagogical method aimed at ensuring active student participation in the learning process. The primary goal of this approach is not only to provide knowledge but also to engage students in independent thinking, decision-making, and problem-solving. Through this method, students apply their knowledge to real-life situations and actively participate in the learning process.

## Synergetic Approach in Education

The synergetic approach in education is a pedagogical method that focuses on understanding the learning process through the interaction of various systems. Based on systems theory and synergetics, this approach views the educational process as a dynamic system. The synergetic approach allows students to perceive education as a complex and interrelated system, helping them understand both knowledge acquisition and the changing and intricate nature of the learning process.

## The Role of Emotional Factors in Developing Social Responsibility in Youth

Researcher Y. V. Baurova highlights the significance of

emotional factors in shaping youth social responsibility. Unlike older generations, emotional factors play a crucial role in forming social responsibility among young people. In this regard, subject-subject relations in the educational and upbringing process are particularly important for developing social responsibility. These relationships include the following key and universally recognized characteristics:

- **The Idea of Cooperation and Communication** – Creating an environment of collaboration and communication among all participants in the educational process is one of the fundamental factors in developing social responsibility.
- **Fostering Creative Relationships** – Encouraging students to build creative and respectful interactions with each other.
- **Enhancing Student Engagement** – Increasing student participation in the learning process contributes to developing a sense of responsibility for their actions.
- **Creating a Sincere Atmosphere** – Recognizing students as unique individuals, ensuring an environment of kindness and sincerity, which is essential for increasing their social responsibility.

### **Integrative Approach to Developing Social Responsibility**

The principles proposed by Y. V. Baurova contribute to ensuring an integrative approach to developing social responsibility, where emotional and human relationships play a dominant role.

### **Metaphorical Models of Human Nature**

Prominent scholar M. Arbib identified two primary metaphorical models to describe human nature:

1. **“Human as a Living Being”** – This model emphasizes internal qualities, focusing on human emotions, cognition, and consciousness.
2. **“Human as a Machine”** – This model highlights external attributes, drawing a comparison between human behavior and mechanical processes.

### **The Role of the Anthropocentric Approach in Education**

To effectively develop students' responsibility toward the state and society, an anthropocentric approach can be applied in the educational process. This approach places the individual at the center of learning, considering their personal needs, abilities, and role in society.

### **John Dewey's Perspective on the Anthropocentric Approach**

The anthropocentric (human-centered) approach was

extensively explored by John Dewey, who viewed a student's individual experience as the core objective and method of education. Dewey defined education as "learning through experience, in experience, and for experience."

According to Dewey:

- The learning process should be closely linked to real life, allowing students to acquire knowledge and skills through independent activities.
- Education should encourage free thinking, decision-making, and independent action while maintaining a balance between freedom and self-discipline.
- The primary goal of education should be to help students develop self-awareness, self-regulation, and a sense of responsibility.

By implementing an anthropocentric approach, educational institutions can foster students' personal growth, increase their social responsibility, and prepare them for active participation in society.

As mentioned above, despite significant research being conducted in this area, many educators still struggle to effectively instill and develop a sense of responsibility in both themselves and their students. Today, social responsibility towards the state and society is often perceived as a lofty phrase, something merely written on paper rather than actively practiced in everyday life.

Education management bodies focus annually on the development of responsible, intellectual, and creative-thinking professionals who can serve the state and society. They emphasize achieving high efficiency in the educational process. In this regard, the President of Uzbekistan has highlighted the existing challenges in the quality of education and training, particularly in higher education, calling for experienced educators and specialists to re-evaluate curricula and programs. He has also noted that the modern educational curricula and methods implemented in general education schools, lyceums, vocational colleges, and higher educational institutions do not yet meet desired standards.

Addressing these issues and deepening educational reforms requires enhancing the quality of education and training in higher education institutions. The worldview, intellectual potential, spiritual and moral development of future specialists play a crucial role in this process. Over the past years, higher education institutions have improved the methodological and programmatic framework for organizing the educational process. As a result, effective organizational and pedagogical mechanisms based on rich national traditions and universal values have been

developed for training future specialists.

The mechanisms for developing students' intellectual culture aim to nurture morally and intellectually developed individuals, independent thinkers, and patriotic youth with a firm life stance. Enhancing students' social activity in the process of deepening democratic reforms and developing civil society plays a significant role in achieving this goal. This approach is also reflected in the Action Strategy for the Further Development of the Republic of Uzbekistan.

Moreover, the Development Strategy put forward by the country's leadership, as well as the State Program for the Year of Honoring Human Dignity and Active Neighborhoods, place great emphasis on human dignity and address global challenges from the perspective of national interests.

The results of theoretical and practical analyses indicate that in recent years, philosophy education has primarily focused on developing subject-specific competencies. The educational process has placed great emphasis on providing in-depth and extensive knowledge related to specific fields or subjects, highlighting their theoretical aspects. However, less attention has been given to how students should apply the acquired knowledge in real-life practice and within society.

In teaching subjects like philosophy, it is crucial not only to provide theoretical knowledge but also to develop practical skills that enable students to apply these concepts in everyday life and professional activities. A narrow focus on subject-specific knowledge has often resulted in insufficient attention to students' personal experiences, social and moral responsibilities, and critical thinking skills.

Furthermore, anthropocentric approaches—which place students at the center of the learning process, emphasizing personal growth and development—have been lacking in philosophy education. The absence of such student-centered methodologies has limited opportunities for students to engage in active learning, critical reflection, and the practical application of philosophical principles in their personal and professional lives.

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