

# Factors And Conditions For Shaping Students' Pedagogical Values

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**Abstract:** This article analyzes the main factors and necessary conditions that influence the process of shaping students' pedagogical values. It highlights the importance of the educational environment, curricula, practical training, moral education, the use of ICT tools, scientific research activities, and professional reflection in developing these values among students.

**Keywords:** Pedagogical values, student personality development, educational environment, moral education, professional development, pedagogical practice, reflection, educational technologies, deontological approach, innovative methods.

**Introduction:** Today, the ongoing reforms in the field of education and the emergence of new socio-spiritual demands in society require further improvement in the process of training pedagogical personnel. In particular, the need to cultivate deep professional values in students preparing for pedagogical activities is becoming increasingly urgent. Pedagogical values are key factors that define a teacher's professional beliefs, moral views, ethical principles, and dedication to their profession. These values play a crucial role in shaping future teachers' attitudes toward their professional activities, in setting an example for students, and in determining the moral quality of the educational process. Therefore, in developing these values, not only the content of education but also the factors and conditions that support its implementation deserve special attention.

These factors include the pedagogical environment, the personal example of the teacher, professional practice, interactive teaching methods, moral education, modern technologies, and scientific research activities. The formation of pedagogical values in students is a complex process that depends not only on individual pedagogical motivation and approaches but also on broad socio-pedagogical conditions and structures. In higher education institutions, psycho-pedagogical factors play an important role in shaping students' pedagogical values. These factors form the foundation of students' academic culture and their

professional ethical and value-based orientations. Such factors include intrinsic motivation, effective interaction between teacher and student, the quality of the educational environment, and comprehensive and systematic institutional support for students [1]. Intrinsic motivation, in particular—defined as a student's internal desire to pursue their professional goals independently—is considered a decisive factor in increasing the effectiveness of the learning process.

Likewise, open and sincere communication, and the establishment of mutual trust between teacher and student, help foster a deep understanding of pedagogical values. This, in turn, encourages the student's personal and professional growth and increases their active engagement in the educational process. The educational environment also plays a significant role. A rich scientific, moral, and cultural atmosphere contributes to the development of students' ethical decision-making skills and nurtures their sense of social responsibility. In addition, institutional services such as coordination of the educational process, addressing individual student needs, providing psychological support, and delivering scientific-methodological guidance also emerge as important factors. In higher education, it is essential to create specific pedagogical conditions for the formation of pedagogical values in students, as well as for fostering professional identity and a sense of responsibility. These conditions aim to

comprehensively support the student's personal and professional development. Firstly, the development of student motivation and conscious attitude toward pedagogical values is a key component of the educational process. This ensures that students are prepared for professional activity not only on a theoretical level but also in terms of ethical and cultural readiness. A high level of motivation strengthens a student's sense of responsibility in fulfilling their professional duties.

Secondly, active engagement in practical and initiative-based activities plays a major role in the development of pedagogical values. Elective classes, creative projects, and extracurricular academic and social activities allow students to apply their knowledge in practice and enhance their creativity and initiative [2]. This contributes to shaping their professional identity and developing their ability to express ideas freely and work effectively in teams. To effectively cultivate pedagogical values in students, it is necessary to create a unified pedagogical space. This space should integrate academic learning, independent study, practice, research activities, and cultural and social engagements.

Such a systematic approach allows students to logically connect and deeply internalize pedagogical values. Through integrated learning, theoretical knowledge and practical skills are combined, and the process of personal and professional growth is effectively managed. For example, through research activities, students develop critical thinking and innovative approaches, while participation in cultural and social events strengthens their social responsibility and collaboration skills [4].

Socrates (469–399 BCE), who referred to the art of teaching as that of a “midwife,” believed that the main task of a teacher is “to carefully study the learner's tendencies and abilities, and to help them apply their inner spiritual strengths in real life” [5]. The ancient Roman scholar Quintilian (circa 42–118 CE), in his *Institutes of Oratory*, emphasized that a teacher must be highly educated, well-mannered, loving toward children, capable of understanding them, and must possess a sense of balance between praise and discipline. Most importantly, the teacher must embody these traits in practice. Plato, discussing the consequences of a teacher failing to fulfill their professional duties, stated: “If a shoemaker is negligent, the state suffers little—perhaps only a few people will wear poor shoes. But if a teacher performs their duties poorly, it leads to the proliferation of ignorance and disorder throughout the country” [6]. In ancient China, the teacher's role was to reveal the true purpose of the subject being studied and teach

students how to derive all practical benefits it could offer in real life. According to a Confucian principle, the student's duty toward the teacher was considered “higher than mountains and deeper than oceans,” which granted the *iemoto* (teacher) unquestionable authority [7].

The scholar and philosopher al-Farabi (870–950) uniquely addressed pedagogical challenges by proposing a system of “strict” and “gentle” methods for cultivating virtues. In his didactic views, al-Farabi emphasized the responsibility of the teacher. He stated: “The teacher must neither oppress the student nor be overly lenient.” Excessive harshness fosters hatred toward the teacher, while excessive softness leads to a lack of respect, causing the student to lose interest in learning. Al-Biruni asserted that the prosperity of a country depends on the development of science and knowledge. He emphasized that the happiness and development of young people are linked to the dedication of their teachers. Addressing both students and educators, he said: “When entering the realm of knowledge, one must free the heart from misleading desires, blinding egoism, corrupt behaviors, outdated customs, greed, rivalry, and enslavement to material gain.” The great thinker Avicenna (Ibn Sina), known in the East as Shaykh al-Ra'is, considered the holistic development—intellectual, moral, aesthetic, and physical—of the human being as the foundation of perfection. Speaking about teaching skills, he highlighted:

Calm and serious interaction with children;

Attention to how students are assimilating knowledge;

Use of diverse teaching methods and formats;

Understanding the memory, learning ability, and personal traits of each student;

Delivering education in a way appropriate to their cognitive level;

Ensuring each word resonates emotionally with students.

The renowned scholar and writer Abu'l-Qasim Mahmud ibn Umar al-Zamakhshari (1075–1144), who made significant contributions to global science and culture, praised honesty, love of knowledge, bravery, and nobility in his works. In his book *Nawābiḡ al-Kalim* (Subtle Expressions), he stated: “People become knowledgeable and complete through learning, teaching, and writing. If a scholar is wise, knowledgeable, and possesses beautiful handwriting, this is a sign of their maturity.” He also made insightful remarks about teachers: “A teacher remains a teacher only as long as they keep learning. If they stop learning, their teaching dies.”

Conclusion: In conclusion, deontology is relevant wherever professional activity involves human interaction—it inherently involves the ethical impact of one person on another. At the same time, the psychohygiene of communication must be understood in context-specific ways, especially in education. Teachers must strive to build relationships with students that do not harm their psychological well-being. Understanding and applying such approaches is the domain of pedagogical deontology. In teaching, not only the immediate psychological state of others is important, but also the long-term development of the teacher's own deontological awareness, which forms throughout their entire life. Therefore, a future teacher must develop self-confidence, decision-making ability, and a strong system of values. This includes cultivating personal beliefs that allow for conscious actions aligned with ethical and professional standards.

The convictions that emerge through deontological training reflect the most accurate pedagogical perception of reality and represent the teacher's genuine attitude toward their professional duties. As K.D. Ushinsky emphasized: "A teacher must be theoretically knowledgeable" [5]. In the process of professional development, a teacher's strong beliefs evolve into a deontological credo (from the Latin "credo" – I believe), which becomes the foundation of their internal worldview and ethical compass. This is based on the awareness of professional duty as a regulatory force. Failure to master any element of the deontological system—such as deontological consciousness, self-awareness, conviction, or credo—results in incomplete professional readiness. A lack of deontological preparation is ultimately reflected in unprofessional behavior.

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