

The Educational Significance And Pedagogical Potential Of 'Philosophy Of History And History Teaching Methodology' In Developing Moral Values

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Abstract: In this article, several stages of the pedagogical processes of teaching history subjects are discussed, along with the educational significance and pedagogical potential of the course "Philosophy of History and Methodology of Teaching History" in developing moral values. In the first stage, students become familiar with scientific theories related to the philosophy of history. These theories present various approaches to understanding history, such as the cyclical theory, the theory of progress, the formational theory, and the civilizational approach. Each theory pays special attention to moral directions and principles in explaining historical development. For example, the civilizational approach views history through the influence of independent civilizations. The relationships among these civilizations, if based on moral harmony, cooperation, and solidarity, demonstrate that such a civilization can achieve prosperous development.

Keywords: "History, theory, moral values, pedagogy, youth, globalization, education, historical processes, methodology, national values.

Introduction: The issue of developing moral values has been at the center of attention since the earliest periods of human history, because in any society, moral principles are among the main criteria that govern life. In the course of human development, moral feelings, values, and the mechanisms for transmitting them to future generations have been continuously refined. From this perspective, it can be observed that in the 21st century, the process of forming moral values within the education system is becoming increasingly important. The stability of spiritual and moral values in society is primarily linked to an educational system established through effective methods within the educational process.

METHOD

In this context, it is particularly important to emphasize the educational significance of the course "Philosophy of History and History Teaching Methodology," because understanding the content of historical processes, the cause-and-effect relationships, and how moral lessons are embodied within their chronological development plays a crucial role in shaping students'

moral values. At the same time, this course develops students' abilities to analyze historical sources, critically evaluate socio-political realities, and draw substantively correct conclusions. Moreover, through the study of various scientific concepts inherent in the philosophy of history and attention to the moral principles established in each historical period, universal human values are revealed from an entirely new perspective. From this viewpoint, the course "Philosophy of History and History Teaching Methodology" serves both to scientifically understand historical realities and to expand pedagogical opportunities in the process of cultivating moral values.

Looking at historical sources, it is evident that the formation of the philosophy of history has been theoretically grounded by numerous philosophers, historians, politicians, and educators. In particular, in antiquity, Aristotle proposed scientific approaches to understanding history that were connected to moral virtues, while Ibn Khaldun placed the moral aspects of human development at the forefront when identifying the internal laws of historical events. In his work

Muqaddimah, Ibn Khaldun explains that the decline or progress of nations in history is inherently linked to their moral cohesion and human relationships, emphasizing the unparalleled influence of education in this process [1].

From this, it can be concluded that any scholar or philosopher reflecting on the philosophy of history or the interpretation of historical events must pay attention to moral criteria in their approach and apply them in educational methods. Accordingly, today, studying the course "Philosophy of History and History Teaching Methodology" prioritizes understanding the essence of historical processes and, through them, shaping moral values. After all, history is not merely a sequence of dates, facts, or major events, but a collection of moral principles, scientific achievements, and cultural heritage continuously discovered by humanity. From this perspective, history should be understood not just factually but through a philosophical-analytical approach.

This approach equips students, from an early age, with the skills to learn lessons from historical events, draw moral conclusions, and recognize universal human values formed through human activity. Such skills strengthen the educational process, as historical events serve as exemplary models in shaping moral principles. In this sense, the course "Philosophy of History and History Teaching Methodology" plays a foundational role in educating students to be morally well-rounded individuals.

An analysis of the global pedagogical scientific heritage shows that, in shaping moral values, it is primarily necessary to provide education based on theoretical foundations during the educational process. By pedagogical theoretical foundations, on the one hand, we mean directions that develop students' or pupils' sense of responsibility, humanistic principles, solidarity, and stable moral norms within the education process. On the other hand, through historical and scientific heritage, students develop critical thinking skills, the ability to perceive realities scientifically, and the competence to draw conclusions based on facts and evidence. With this goal in mind, the course "Philosophy of History and History Teaching Methodology" enables the presentation of historical processes to students as an integrated system and allows the formation of a worldview in which moral principles are grounded on philosophical concepts [2].

The pedagogical process in teaching this course involves several stages. In the first stage, students become familiar with scientific theories in the philosophy of history. These theories may offer different approaches to understanding history, such as

the theory of cycles, the theory of progress, the formation theory, or the civilizational approach. Each theory emphasizes moral directions and principles when explaining historical development. For example, the civilizational approach views history as influenced by independently existing civilizations, and it suggests that the interactions between these civilizations, if based primarily on moral harmony, cooperation, and solidarity, can lead to the flourishing of the civilization. In this way, it becomes evident that the priority of moral values in historical processes has been a decisive factor in building a stable society [3].

In the second stage, through history teaching methodology, students develop the ability to draw lessons from historical events. In the process of correctly understanding each historical event and identifying its causes and consequences, students are taught to rely on moral criteria, evaluating events not only from political or economic perspectives but also from spiritual and ethical standpoints. At the same time, it is important for educators, when teaching the course, to explain not only historical facts but also the role of particular events in the moral development of humanity. For example, during the Renaissance, alongside the growth of scientific thinking in European society, spirituality, moral principles, and interpersonal relationships reached a new level. When students explore these phenomena through historical sources, works of artists, poets, and scholars, they gain an understanding of the importance of moral principles in building a prosperous society. In this way, a harmonized educational process helps students develop critical thinking, attention to human relationships, and the ability to extract essential lessons from historical events.

In the third stage, students should form moral standards based on the studied historical cases and be able to apply these standards in everyday life. In pedagogy, a practical approach is essential: any theory must find expression in practice. At this stage, students draw conclusions from historical events based on the philosophy of history, and these conclusions are aimed at enhancing moral development. As a result, students acquire the skill to act according to these moral principles in their personal activities [4].

In the 21st century, scientific debates and polemics on ethics have reached a new level. As contemporary philosophers and educators emphasize, at a time when global problems are escalating, the issue of moral values has become more relevant than ever. For example, according to John Dewey, the education system is a crucial field of upbringing that determines the progress of society. He argued that moral development cannot be separated from the

educational process and that each subject should contribute to forming moral culture in students. Dewey suggested that teaching history means enabling students to draw lessons from past events, refine moral principles in the present, and approach societal responsibilities with a sense of accountability.

Paulo Freire, in turn, stressed the necessity of dialogic methods in education, emphasizing that in philosophy of history courses, it is not unilateral transmission of information that is important, but interactive exchange between teachers and students. Through this approach, students reinterpret historical events based on their own thinking, make ethical evaluations, and draw conclusions for themselves. As Freire noted, knowledge delivered in a one-way manner does not foster moral development; conversely, a dialogic approach can awaken and activate moral consciousness in students [5].

Discussing these scientific debates with young people in philosophy of history courses can cultivate not only critical thinking but also moral responsibility. For instance, by illustrating historical processes where neglect or failure to follow moral norms led to major tragedies, and explaining scientifically which moral values should guide actions today to avoid repeating such mistakes, educators can stimulate the generation of new ideas and reflections in pedagogical practice. History serves as a bridge between the past, present, and future, while moral norms act as the support that upholds humans on that bridge. It is important to note that the stereotype that moral values develop only in lessons on spirituality or literature has long become obsolete. Moral values are inseparable from every subject, particularly history, because history encompasses all aspects of human culture, life, and development, as well as human moral sentiments. Since history is the study of humans, it cannot be conceived without morality. Therefore, teaching history in harmony with moral education not only enhances the effectiveness of the pedagogical process but also strengthens the moral activity of young people, fostering a well-rounded generation capable of playing an active role in the future development of society.

The scientific debates of 21st-century educators and philosophers are particularly significant because they emphasize the harmony between national values and universal human values in the context of globalization. The philosophy of history can serve as a clear example in this regard. In studying this subject, students, on one hand, become closely acquainted with their national culture, traditions, and historical heritage, and on the other hand, they gain a deep understanding of the relationships between different civilizations, nations,

and cultures. In this process, finding a balance between the concepts of “national identity” and “universality” serves to properly evaluate the “self” and “others” based on moral values. For example, as Slavoj Žižek points out, “Every nation’s history involves moral choices, which serve as the most important criterion in defining the boundary between nationality and humanity; if we fail to understand history properly, we may deviate from our principles in the process of globalization.” Therefore, the subject “Philosophy of History and Methodology of Teaching History” demonstrates that the moral values arising from the harmony of these two concepts can lay the foundation for a society to achieve its unique cultural and spiritual advancement.[6]

The pedagogical-theoretical basis is that, in teaching history, several methodological principles must be observed to develop moral values. First, students must be active and express independent opinions when drawing lessons from historical events. Second, historical events should be examined through critical and comparative analysis. Third, attention must be paid to the moral aspects when working with historical sources, that is, identifying the moral virtues or shortcomings of historical figures and events. Fourth, an interdisciplinary approach that integrates psychology, literature, aesthetics, literary criticism, and other fields around history fosters productive exchange of ideas. Fifth, it is appropriate to discuss how global problems reflected in history can be resolved today through moral solutions, and to implement them practically through collective discussion. If these principles are applied correctly on a scientific basis, the pedagogical potential of the philosophy of history increases, while students develop profound moral attitudes and a high level of spiritual worldview.

In modern scientific discussions, some argue that the philosophy of history is a subject while ethics is studied in other fields. However, from a practical perspective, the philosophy of history inevitably intersects with ethics. Explaining history and adopting a philosophical approach—seeking deep meaning and identifying cause-and-effect chains cannot be done without reference to moral concepts. Therefore, the study of history should be viewed not only as a representation of the past but also as an opportunity for the scientific development of moral values. When a subject examines a historically significant event or process, highlighting its ethical lessons and encouraging students to reflect on them is pedagogically essential.[7]

One of the main mechanisms through which the educational significance of the history subject is manifested is teaching students to strive for human

solidarity and to attempt to understand a particular nation or era. History shows us that there have been wars, conflicts, and disputes among different peoples, but at the same time, it provides numerous examples of periods of solidarity and major achievements accomplished through cooperation. Thus, a student, pupil, or any individual capable of learning lessons from history must understand the importance of striving for moral values such as unity and collaboration. Explaining this requires a pedagogical approach in which history is taught not merely as a list of dates and events but as a moral foundation. In this way, the educational significance and pedagogical potential of the subject “Philosophy of History and Methodology of Teaching History” in shaping moral values become evident. Through this subject, one can demonstrate how cause-and-effect relationships in historical processes, human interests, societal development, culture, politics, science, education, and the economy are all linked to a moral foundation.

In doing so, the teacher pursues two main objectives: the first is to provide education through a scientific explanation of history, and the second is to enrich students with the moral lessons embedded in historical events, shaping their scientific and ethical worldview. In this process, the scientific debates, ideas, and advanced approaches of 21st-century educators and philosophers contribute to introducing new interpretations of moral values. As a result, the philosophy of history provides great opportunities not only to cultivate knowledgeable students but also to nurture morally mature individuals.

A new perspective emphasizes that, today, the process of shaping moral values must also consider factors such as globalization, digital society, multiculturalism, and internet literacy. In other words, history should not only focus on the past but also contribute to solving contemporary moral problems. For instance, at a time when the flow of information on the internet is increasing at unprecedented speed, young people can study history in this very space. However, this learning process must simultaneously foster the ability to avoid false or misleading information, critically evaluate sources, and adhere to moral principles. From a pedagogical point of view, using internet resources effectively to enrich historical content with ethical aspects allows teachers to cultivate skills in fact-checking, comparative source analysis, and critical evaluation of information. This is especially important for moral education in the 21st century. In this context, the philosophy of history helps young people navigate the information space correctly, avoid being influenced by harmful ideas, and maintain their moral principles.

Therefore, the subject “Philosophy of History and

Methodology of Teaching History” should not be reduced to ideological instruction or mere memorization of historical facts. Instead, it should pursue interconnected goals: developing a scientific-theoretical understanding of history, shaping moral values, strengthening national and universal solidarity, and maintaining identity in the context of globalization. Successfully achieving these goals requires a solid pedagogical-theoretical foundation, incorporating the ideas promoted in the scientific debates of 21st-century educators and philosophers, enriching history education with innovative approaches, and considering moral education as a priority at every stage of the learning process.

CONCLUSION

Properly recognizing the role of history in shaping moral values requires ensuring harmony between theoretical and practical teaching processes. This subject simultaneously integrates historical milestones, human emotions, political processes, intercultural relations, and moral development. Within this integration, individuals can achieve moral maturity and, in the future, serve societal progress as capable moral decision-makers. Considering that 21st-century scientific debates increasingly highlight these aspects and that moral issues have become more relevant than ever, it is necessary to utilize the educational and moral potential of the philosophy of history discipline to the fullest. In this way, the educational significance of the subject “Philosophy of History and Methodology of Teaching History” is fully revealed, and it becomes indispensable in shaping moral values.

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