

Philosophy Education as a Scientific-Pedagogical Problem

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Abstract: The article highlights the importance of thinking, a healthy outlook and independent thinking for a person and society. It is stated that the teaching of philosophical subjects is important in the development of independent thinking skills and the formation of a healthy outlook. It is revealed that a person feels the need for philosophical sciences as a person, regardless of the field of activity. It has been analyzed that in the 21st century, this issue is becoming more relevant than ever.

Keywords: science, worldview and modern healthy worldview, the goal of philosophy, main tasks, “artificial intelligence”, modern scientific achievements, the phrase “father of sciences” characteristics of philosophical thinking, shortcomings in pedagogical education, “Foundation of the Third Renaissance” strategem, manipulation, “struggle for the mind”, facilitation, reflexive, vitagen technologies.

Introduction. The movement of each country in the world towards sustainable development has always required a fundamental reconstruction of the society's core values. For this reason, all countries have always paid special attention to the education system and the development of their citizens' way of thinking for their progress and prosperity. As history shows, the effectiveness of the reforms implemented by governments depends on the extent to which the purpose and content of these reforms are understood by the citizens of the country. Therefore, the issue of training personnel who possess an active civic position, are competitive, well-rounded, capable, patriotic, and loyal to their national traditions remains a pressing issue today. As President Sh. Mirziyoyev pointed out, “It is known that the upbringing of the younger generation has always been important and urgent. However, in the 21st century, this issue has truly become a matter of life and death”[1].

In global scientific and pedagogical research, the development of philosophical and ethical education, the elevation of independent thinking and a healthy worldview, the improvement of critical and analytical thinking, and the enhancement of creativity are considered urgent issues in the scientific and methodological analysis of these processes, as well as in the systematization of various approaches towards them. Therefore, in today's rapidly changing social relations and the context of a growing struggle for human consciousness, the need to strengthen the ideological immunity of individuals – especially the youth – has become even more critical. This, in turn, highlights the increasing need for scientific research into theories that focus on improving the teaching of philosophical disciplines using effective technologies.

Literature Review and Methodology

Science is the systematized knowledge about humans, nature, and society. The improvement of knowledge accumulated throughout the history of humanity, the integration of sciences (where multiple scientific achievements combine to form a new discipline, such as “biochemistry» from biology and chemistry, or «mathematical logic» from logic and mathematics) and the differentiation of sciences (where a new branch emerges from an existing discipline and becomes an independent science, such as ethnology, archaeology, numismatics from history, or ichthyology, entomology from zoology²) have resulted in the emergence of many branches of science, and this process continues. Given that all sciences have emerged from the core of general philosophy, it has become customary to

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refer to philosophy as the “father of all sciences”. Every science has its own subject, goals, and tasks. However, all of them should serve the purpose of helping people achieve a prosperous and happy life.

The way people think is important not only for themselves but also for society as a whole. This is because our thoughts turn into words, our words turn into actions, and our actions can shape our destiny. Elevating a healthy way of thinking, fostering a modern and appropriate worldview, and encouraging independent thought are some of the main tasks of philosophical disciplines. In today's world, where scientific progress is at its peak and the flow of information is rapidly increasing, the issue of forming skills for the effective and goal-oriented use of each achievement in the younger generation has become a pressing topic for pedagogy.

The thoughts and perspectives of great thinkers from Central Asia, such as Abu Rayhon Beruniy, Abu Ali Ibn Sina, and Abu Nasr Farobi, as well as Western philosophers like Aristotle, Socrates, and Plato, who made unparalleled contributions to world science, have always focused on the stable development of the human mind, worldview, and psyche. The analysis of their views shows that this issue has been a topic of attention since ancient times.

The factors contributing to the formation of the worldview of the youth, their socialization in society, teaching them creative, innovative, and non-standard thinking, establishing their moral, ethical, and aesthetic worldview, and instilling respect for national values and a sense of tolerance have been explored in the works of M. Quronov, G. Aripova, R. Safarova, M. M. Qambarov[2], O. Jamoldinova, B. Khodjayev, Sh. Shodmonova, E. Yuzlikayeva, N. M. Egamberdiyeva. The philosophical and methodological aspects of developing human thought and worldview are also highlighted in the scientific works of J. Tulenov, M. Abdullayeva, G. Gaffarova, F. Choriyev, and E. Yusupov.

If we aim to build the foundation for the “Third Renaissance” it is necessary to integrate healthy thinking patterns into our lives, understand the essence of the reforms being implemented in our country, and actively participate in these processes. To achieve this, we need to investigate and improve the methods of teaching philosophical disciplines (such as ethics, aesthetics, and social philosophy) in educational institutions using modern pedagogical approaches and methods.

In the preparation of this article, historical and logical principles, comparative analysis, synthesis, generalization, and dialectical methods have been used.

Results and Discussion. Within the framework of the New Uzbekistan Development Strategy, the ongoing reforms have outlined tasks related to the wider application of IT technologies in social and economic spheres, as well as the implementation of artificial intelligence (AI) activities. Particularly, the use of AI in fields such as medicine, education, and economics has become a key focus at the state policy level. At the same time, the development of artificial intelligence is «certainly» contributing to the decline in mental labor and cognitive processes. In education, for example, there have been observed instances where students rely solely on applications like ChatGPT to complete homework assignments, problem-solving tasks that require critical thinking, and even preparing independent tasks in higher education. This phenomenon is rapidly spreading and has become widespread.

Looking towards the future, it is important to carefully consider the ethical and social implications of artificial intelligence for society and ensure that its development and application are carried out in a responsible and ethical manner. The human inclination towards simplicity and convenience is a natural instinct. However, it is essential to ensure that this inclination serves the individual's benefit. To achieve this, it is necessary to equip philosophical disciplines with modern methods and technologies that promote independent thinking and healthy cognition.

Currently, several foreign universities are implementing internal regulations to combat plagiarism and academic dishonesty. For example, Japanese universities have prohibited the use of “ChatGPT” and other AI technologies for scientific research purposes. The University of Tokyo has issued a warning that the use of AI might lead to the leakage of unpublished work or confidential information. Similarly, Sofia University has developed its principles regarding AI, stating that “artificial intelligence cannot be used for lectures, essays, or coursework. Strict penalties will be imposed if such use is detected”[3].



In the United States, the Department of Homeland Security (CISA) has raised concerns regarding the risks associated with the development of AI technologies, including the “ChatGPT” chatbot[4].

Furthermore, websites and social media platforms are contributing to the distraction of students by providing diverse types of information, which reduces their focus and influence. As a result, individuals' sense of “self” is diminishing. For this reason, the effectiveness of teaching philosophical disciplines in educational institutions is becoming increasingly important for all societies.

The processes of globalization and technological advancements have led to a hypertrophy of materialism and the pursuit of wealth in the social consciousness of youth. As a result, the desire for knowledge is diminishing, and changes in the social worldview are emerging that lead to unhealthy thinking patterns. For example, the tendency to make decisions without deep thought. Despite investing the most important part of their life and a certain amount of material resources in higher education, many students focus their time and intentions on «unnecessary» matters. Various manipulative tools and strategies are further contributing to the popularization of this process. The only solution to this issue is to enhance critical thinking skills and healthy cognition in every member of society. To achieve this, it is necessary to introduce modern approaches to philosophical disciplines in educational institutions.

Looking at the global education system, we can see the following fields related to ethics:

1. **Munich University (Germany)** – *Die Ethik der deutschen klassischen Philosophie* (Ethics of German Classical Philosophy).
2. **Cambridge University (UK):**
 - *Early Modern Moral Philosophy* (Early Modern Ethics).
 - *Virtues, Vices, and Moral Learning*.
 - *Moral Contractualism and Normative Powers*.
 - *Metaethics*.
 - *Moral Psychology*.
 - *Theories of the Good*.
3. **New York University (USA):**
 - *Ethics and the Environment*.
 - *Ethics and Political Philosophy*.
 - *Bioethics*.
 - *Global Ethics*.

Individuals with knowledge in these fields can influence the spread of knowledge in society, at least within the “chain effect” framework. In our view, the current shortcomings in our education system require serious attention to the following issues:

- The pedagogical methods and tools we use are not effective enough to counter manipulations (mainly restricted to the classroom, with insufficient attention paid to real-life situations).
- There is an emphasis on rote memorization and the reinforcement of memory power in reward systems.
- The mechanisms for reinforcing knowledge acquired during lessons with skills and competencies are weak.
- The education and upbringing of the younger generation is still perceived mainly as the responsibility of educational institutions, while the role of the family, community, and various public organizations, as well as state and non-governmental structures, is not sufficiently recognized.



CONCLUSION

Achieving high efficiency in the education system has historically been the most effective solution to addressing not only social and national issues but also regional and global problems. To ensure this, the continuity of education must be guaranteed, and it is crucial to train qualified, competent, healthy, and independent-thinking specialists. In today's world, every professional, regardless of their field, must possess an independent and sound worldview to function effectively in society. For this purpose, we must increase opportunities to utilize the achievements of philosophical disciplines in educational institutions.

Now, let's examine some of the pedagogical technologies that can contribute to this process:

1. **Vitagen Technologies** – These technologies help to structure educational content and focus on resolving real-life issues through the unity of theory and practice, transforming knowledge into competence [5]. Vitagen technologies integrate life experience and skills, facilitating students' ability to apply both theoretical and practical knowledge in real-life scenarios. This method encourages critical thinking, collaboration, and debate, fostering independent and systematic thinking, and enhancing students' abilities to apply knowledge in both expected and unexpected situations.
2. **Facilitation Technologies** – These technologies guide students to work in small groups and develop leadership skills, promoting creativity and collaborative problem-solving. They emphasize the importance of group-based decision-making and involve three key principles: clear and relevant information, open and competitive choices, and internal responsibility for these choices. This approach aids in preparing students to become facilitators who can effectively handle complex situations in the future [6].
3. **Social-Activity Training** – Social and life-based training allows students to develop their axiological values, i.e., their attitudes toward what is considered important in life. The modern educational environment is evolving amidst a flow of diverse information, requiring students to adapt to these challenges by developing communication and analytical skills that prepare them for lifelong learning.
4. **Reflective Technologies** – These technologies offer students opportunities to apply their acquired knowledge and skills in unexpected or complex situations, reinforcing and expanding their understanding. Reflective technology involves group work and critical debates, fostering independent and creative thinking. It encourages students to analyze, synthesize, and propose solutions through collaboration, enhancing their social and ethical awareness. The use of reflective technologies, particularly in philosophical and ethics classes, not only strengthens students' understanding of social and ethical norms but also increases their interest in the subject matter. By incorporating problematic cases into lessons, students are given the chance to engage in meaningful discussions, which in turn helps solidify their knowledge through debate and analysis.

In philosophical education, the application of modern pedagogical approaches and technologies attracts students' attention, ensuring the effectiveness of the learning process. The key principle here is that as much as education is perfected, the more prosperous and happy the society becomes. As the wise say, "The more perfect the education, the happier the people". For this to happen, we must eliminate any gaps in the system, ensuring that philosophical education addresses pressing social problems and contributes to the development of a well-rounded, ethically-minded society.

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