PEDAGOGICAL STRATEGIES FOR DEVELOPING COMPETENCE IN UNIVERSAL HUMAN VALUES IN STUDENTS

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Abstract. *This article provides a scientific-theoretical and practical analysis of the pedagogical strategies for developing competence in universal human values in students. It substantiates universal human values as an important factor in shaping the student's spiritual and moral maturity, social responsibility, tolerance, cooperation, humanism, and intercultural communication skills. The article reveals the pedagogical possibilities of using value-oriented education, interactive methods, a reflective approach, socially oriented practical projects, educational activities, and interdisciplinary integration within the higher education process. It also emphasizes that, in developing a worldview based on universal human values in students, the harmony between educational content, the pedagogical environment, teacher–student cooperation, and practical activity is of great importance. The research findings serve to substantiate the effectiveness of systematic, step-by-step, and person-oriented pedagogical strategies in developing this competence.*

Keywords: *universal human values, competence, student personality, pedagogical strategy, higher education, spiritual and moral upbringing, reflective approach, social responsibility.*

Introduction

Under today's conditions of globalization, the acceleration of information flows, and the expanding intercultural relations, the higher education system faces the task of forming a well-rounded individual who possesses not only professional knowledge and skills but also comprehends universal human values and is able to apply them in personal and social activity. Indeed, values such as humanism, tolerance, justice, responsibility, cooperation, peacefulness, intercultural communication, and social activeness are among the important criteria that determine the spiritual and moral maturity of the student's personality and his or her civic position.

A pedagogical strategy is a set of purposeful, systematic, and step-by-step pedagogical guidelines selected to achieve a goal set within the teaching and upbringing process. It serves to organize the activity of the teacher, the content of education, methods, means, the educational environment, and the expected results in an interrelated manner. Pedagogical strategies are of particular importance in developing competence in universal human values in students. This is because values are not taught merely as theoretical concepts; rather, they must be manifested in the student's worldview, attitude, moral choice, and practical behavior.

In higher education institutions, developing students' competence in universal human values is inseparably linked with the content, methods, and pedagogical environment of the teaching–upbringing process as well as with social practice. This is because such competence is not limited to the mastery of theoretical knowledge; it is formed through the student's

comprehension of values, the expression of a personal attitude toward them, the making of correct decisions in real-life situations, and the demonstration of socially responsible behavior.

At present, alongside traditional approaches, the need to effectively use modern pedagogical strategies in instilling the content of universal human values into students' consciousness within the educational process is increasing. In particular, value-oriented education, the person-oriented approach, interactive methods, problem-based learning, reflective analysis, project-based activity, volunteer practice, and interdisciplinary integration may be regarded as important pedagogical means for developing competence in universal human values in students.

The relevance of this problem lies in the fact that a high level of students' knowledge does not always guarantee that they will adopt a tolerant, responsible, just, and humane position in social relations. Therefore, it is expedient to develop values within the educational process not only within the framework of educational activities but also in harmony with the content of academic subjects, independent study, practice, group work, social projects, and the educational environment.

This article analyzes the pedagogical strategies for developing competence in universal human values in students. It also provides a scientific-theoretical substantiation of the role of educational content, pedagogical technologies, teacher–student cooperation, reflective activity, and socially oriented practical sessions in this process. The main aim of the article is to identify effective pedagogical strategies that serve to form and develop competence in universal human values in students under higher education conditions.

Literature Review

The issue of developing competence in universal human values in students has been studied in foreign scholarly literature mainly within the directions of values education, global citizenship education, intercultural competence, moral upbringing, reflective learning, and the formation of social responsibility. In these studies, the main attention is directed not only to developing knowledge and professional skills in students but also to cultivating human dignity, justice, tolerance, cooperation, responsibility, empathy, and an active position relevant to sustainable development.

In international approaches, competence in universal human values is, first of all, regarded as the unity of an individual's knowledge, skills, attitude, and value system. For example, in the OECD "Future of Education and Skills 2030/2040" project, alongside knowledge and skills, attitudes and values are also defined as a core component for pupils and students in 21st-century education. There, "student agency," that is, the student's responsible decision-making, the sense of accountability for one's own actions, and active participation in the life of society, is interpreted as an important competence. This approach is important for the topic of the article, because competence in universal human values is likewise related not only to the student's knowledge of values but to the ability to realize them in personal and social activity.

In UNESCO research and recommendations, this issue is illuminated in connection with peace, human rights, international solidarity, global citizenship, and education for sustainable development. The "Recommendation on Education for Peace, Human Rights and Sustainable Development," adopted in 2023, emphasizes that education must serve to ensure human rights, peace, democracy, the rule of law, global citizenship, and sustainable development. In a 2026 UNESCO review, it is noted that global citizenship education should serve to prepare students as individuals who value human dignity, are ready for cooperation and dialogue, and approach different cultures and views with respect. These ideas make it possible to provide a scientific basis

for strategies that develop tolerance, humanism, and intercultural communication in the student's personality.

In foreign studies, global citizenship education is regarded as an important direction for developing competence in universal human values. UNESCO interprets this type of education as one that helps pupils and students understand the world, comprehend global problems, and actively participate in building a just and inclusive society. Franch's study emphasizes that, through global citizenship education, students comprehend universal values such as human rights, peaceful coexistence, solidarity, and sustainability, and develop commitment to them. Thus, research in this direction can serve as an important theoretical source for substantiating, in the article, the strategy of integrating national and universal values into educational content.

Among foreign studies on the theory of values, Shalom H. Schwartz's "basic human values" theory occupies a special place. Schwartz interprets human values as stable criteria that direct an individual's actions, decisions, and social relations. His theory substantiates the existence of value orientations that are common to different cultures. This approach shows that, in forming competence in universal human values in the student's personality, values must be studied not merely as a moral concept but as an internal mechanism that governs behavior.

Foreign studies on intercultural competence are also directly relevant to this topic. In the intercultural competence model developed by Deardorff, this competence is interpreted in connection with the individual's attitude, cultural knowledge, communication skills, and reflective ability. There, openness, respect, awareness of cultural differences, and the ability to communicate effectively with representatives of other cultures are defined as the main criteria. This approach is of great importance for substantiating pedagogical strategies that develop tolerance, empathy, intercultural communication, and social adaptability in the student's personality.

In foreign studies on higher education, approaches such as service learning, community-based learning, volunteering, problem-based learning, dialogic learning, and reflective learning are frequently mentioned as effective methods for developing universal human values. What these approaches have in common is that they aim to form the student not as a passive recipient of knowledge but as an active subject who comprehends social problems, works with the community, evaluates his or her own activity, and makes moral decisions. From this point of view, engaging students in socially oriented practical projects and volunteer activity is an effective mechanism for mastering universal human values through practical experience.

Analysis of foreign studies shows that three important directions are prioritized in developing competence in universal human values in students. The first is the cognitive direction, that is, forming in students knowledge about human rights, justice, peace, cultural diversity, and sustainable development. The second is the emotional-axiological direction, that is, developing empathy, tolerance, humanism, and a value-based attitude. The third is the activity-oriented direction, that is, transforming values into practical behavior by engaging students in social projects, collective activity, volunteering, and civic initiatives.

On the whole, in foreign studies the development of competence in universal human values in the student's personality is interpreted in the harmony between educational content, the pedagogical environment, social practice, and personal reflection. This makes it possible, within the framework of the article's topic, to put forward the following conclusion: effective pedagogical strategies should not be limited to making students aware of values; rather, they should be directed at forming in them value-based thinking, moral choice, intercultural communication, social responsibility, and an active civic position.

Results and Discussion

In particular, the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, dwelling especially on the decisive role of spirituality and education in the development of society, emphasized: “If the body of society’s life is the economy, then its soul and spirit are spirituality.” The head of state also noted that in building New Uzbekistan it is necessary to rely on two firm pillars - a strong economy and a strong spirituality based on national values. From these ideas it can be understood that, within the educational process, the development of concepts such as universal human values, humanism, tolerance, justice, conscience, duty, and responsibility is of strategic importance.

The idea expressed by the President of the Republic of Uzbekistan at the meeting of the Republican Council on Spirituality and Enlightenment on 22 December 2023 - that “science, education and upbringing, and spirituality are a priority issue” - further reinforces the relevance of this topic. This is because such an approach shows that, in the higher education system, it is necessary to prepare students not only for professional activity but also for a spiritual and moral life, for establishing effective relations within a community, for understanding human dignity, and for feeling civic responsibility. Thus, developing competence in universal human values is consonant with the priority spiritual and enlightenment tasks of state policy.

Table 1. Pedagogical strategies for developing competence in universal human values in students

№	Direction of the pedagogical strategy	Content of the strategy	Forms of implementation
1	Integrating national and universal human values into educational content	Instilling values such as humanism, justice, tolerance, goodness, responsibility, and cooperation into the content of academic subjects	Lectures, seminars, independent study, interdisciplinary assignments, analysis of texts and sources related to values
2	Using problem-based, interactive, and reflective methods	Directing students toward thinking, evaluating, expressing an attitude, and making independent decisions on the basis of real-life situations	Discussion, debate, case study, “brainstorming,” reflective essay, group analysis
3	Engaging students in socially oriented practical projects and volunteer activity	Teaching students to manifest values in real life by directing them toward practical activity that serves the interests of society	Volunteer campaigns, social projects, cooperation with neighborhood communities (mahalla) and educational institutions, charity events

№	Direction of the pedagogical strategy	Content of the strategy	Forms of implementation
4	Forming an environment of intercultural dialogue and tolerance	Developing a culture of treating different nationalities, religions, cultures, and social views with respect	Intercultural meetings, round-table discussions, analysis of international experience, collaborative project work
5	Organizing educational situations that serve the understanding of one's personal value system	Helping the student understand his or her own life position, moral views, and personal responsibility	Reflective journal, educational conversation, analysis of moral situations, individual development map

This table systematically presents the effective pedagogical strategies for developing competence in universal human values in students. The table consists of several columns, in which the name, content, and expected result of each strategy are indicated. This structure clearly reveals through which directions value-based attitudes, moral consciousness, and social activeness can be formed in students within the pedagogical process.

The first item of the table addresses the issue of integrating national and universal human values into educational content. Here it is envisaged that, by introducing ideas, concepts, and real-life examples connected with values into the content of academic subjects, students' knowledge about values and their value-based attitude will be formed.

The second item presents the strategy of using problem-based, interactive, and reflective methods in the educational process. Through this, students acquire the skills of independent thinking, moral analysis, and self-assessment of their own conduct on the basis of discussion, cases, problem situations, and reflection.

The third item is devoted to engaging students in socially oriented practical projects and volunteer activity. This direction serves to develop social responsibility, cooperation, humanism, and civic activeness in students.

In the fourth item, forming an environment of intercultural dialogue and tolerance is presented as an important strategic direction. By ensuring a respectful attitude toward different cultures, views, and social experiences, it forms in students tolerance, empathy, and intercultural communication competence.

The fifth item is aimed at organizing educational situations that serve the understanding of one's personal value system. This encourages students to reflect on their own values, life position, and moral choices, and develops the ability to understand oneself, to engage in spiritual reflection, and to make value-based decisions.

In conclusion, the figure presents the main pedagogical directions for developing competence in universal human values in students as an integral system, which serves to organize the educational process on a value-oriented basis.

When these pedagogical strategies are applied in interrelation with one another, the cognitive, axiological, communicative, activity-related, and reflective components of competence in universal human values develop consistently in students. This serves to form the student not only as a knowledgeable specialist but also as a humane, justice-loving, socially responsible individual who holds an active civic position.

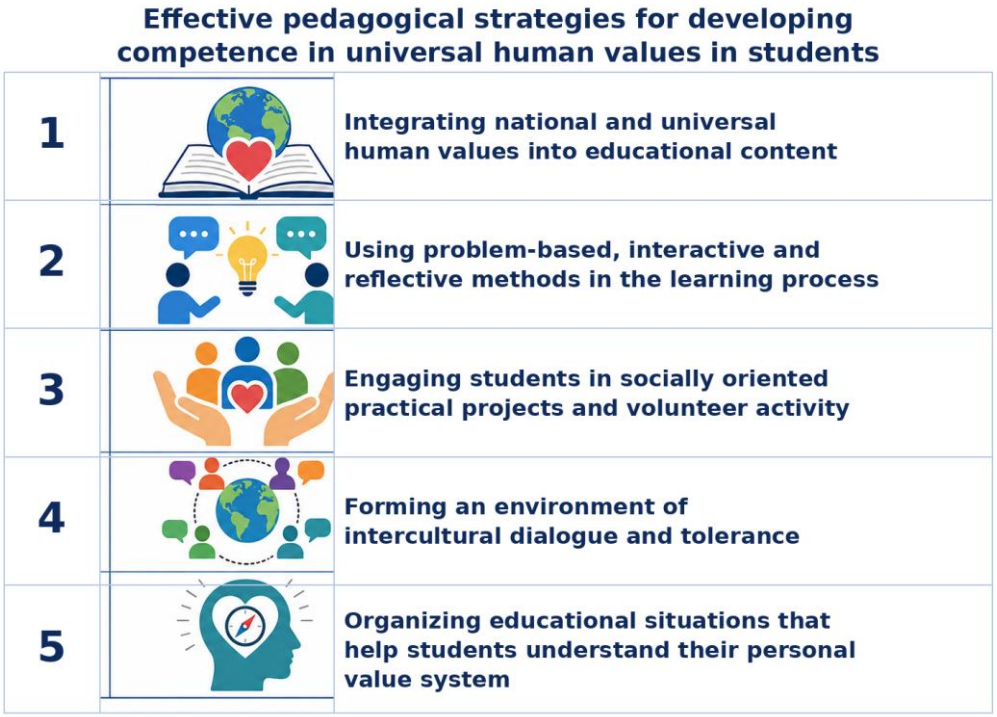


Figure 1. Analysis of the pedagogical strategies for developing competence in universal human values in students

The issue of developing competence in universal human values in students is one of the important pedagogical directions of modern higher education. This process is not limited to providing students with theoretical information about values; it also envisages forming in them the ability to manifest qualities such as humanism, justice, tolerance, responsibility, goodness, cooperation, and social activeness in practical activity. In this respect, the pedagogical strategies for developing competence in universal human values in students are determined on the basis of harmonizing educational content, the educational environment, teacher–student cooperation, reflective activity, and socially oriented practical experience.

Conclusion

In conclusion, developing competence in universal human values in students is one of the important pedagogical tasks of modern higher education. This competence is directly connected with forming in students the understanding of human dignity, justice, tolerance, humanism, responsibility, cooperation, empathy, and an active civic position. For this reason, this process should not be limited to imparting theoretical knowledge; it should be organized on the basis of the harmony between educational content, the educational environment, socially oriented practical activity, and personal reflection.

The analyses show that value-oriented education, interactive and problem-based methods, the reflective approach, intercultural communication, social projects, and volunteer activity emerge as effective pedagogical strategies for developing competence in universal human values in students. Such strategies teach students to think independently, to make moral choices, to work

in cooperation with a community, to treat different cultures and views with respect, and to evaluate their own actions from the standpoint of values.

International studies likewise define the development of attitudes and values, alongside knowledge and skills, as an important task within the educational process. The OECD, in its future models of education, indicates the development of the harmony between knowledge, skills, attitudes, and values in students as one of the main directions. UNESCO, for its part, emphasizes that education should serve to shape the ideas of peace, human rights, international solidarity, global citizenship, and sustainable development. These approaches further reinforce the scientific and practical significance of the article's topic. Thus, in developing competence in universal human values in students, pedagogical strategies must be implemented in a systematic, step-by-step, and person-oriented manner. Integrating these strategies, in higher education institutions, with the content of academic subjects, independent study, educational activities, social projects, and an environment of intercultural communication serves to develop students' spiritual and moral maturity, social responsibility, and active life position.

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