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**FORMING A SCIENTIFIC AND PHILOSOPHICAL WORLDVIEW  
THROUGH TEACHING PHILOSOPHY IN THE CREDIT-MODULE  
SYSTEM**

Xusnida Yuldasheva

Kokand State University

E-mail: Xusnidayuldasheva244@gmail.com

**Annotation**

The article examines methodological foundations for forming a scientific and philosophical worldview in pre-service teachers through teaching Philosophy within the credit-module education system. The study substantiates that Philosophy, when taught as a methodological and integrative discipline, functions as a core mechanism for developing epistemological awareness, axiological orientation, and reflective competence. Based on hermeneutic, phenomenological, and competence-based approaches, a structural model of worldview formation is proposed. The findings demonstrate that systematic philosophical education enhances analytical reasoning, methodological culture, and professional self-awareness of future teachers.

**Keywords:** Philosophy teaching, scientific worldview, epistemology, axiology, reflective competence, credit-module system, pre-service teachers.

**ФОРМИРОВАНИЕ НАУЧНОГО И ФИЛОСОФСКОГО  
МИРОВОЗЗРЕНИЯ ПОСРЕДСТВОМ ПРЕПОДАВАНИЯ  
ФИЛОСОФИИ ПО КРЕДИТНО-МОДУЛЬНОЙ СИСТЕМЕ**

Хуснида Юлдашева

Кокандский государственный университет

**Аннотация**

В статье рассматриваются методологические основы формирования научного и философского мировоззрения у педагогов дошкольного образования посредством преподавания философии в рамках кредитно-модульной системы образования. В исследовании обосновывается, что философия, преподаваемая как методологическая и интегративная дисциплина, функционирует как ключевой механизм развития эпистемологической осведомленности, аксиологической ориентации и

рефлексивной компетентности. На основе герменевтического, феноменологического и компетентностного подходов предложена структурная модель формирования мировоззрения. Полученные результаты свидетельствуют о том, что систематическое философское образование способствует развитию аналитического мышления, методологической культуры и профессионального самосознания будущих учителей.

**Ключевые слова:** преподавание философии, научное мировоззрение, эпистемология, аксиология, рефлексивная компетентность, кредитно-модульная система, преподаватели предварительной подготовки.

### **Introduction**

Global educational modernization and integration into the European Higher Education Area framework have transformed teacher preparation systems. The transition to a credit-module system emphasizes student autonomy, independent research, academic mobility, and measurable competences. Under these conditions, the formation of a holistic scientific and philosophical worldview becomes a strategic objective of higher pedagogical education.

Philosophy as an academic discipline possesses unique methodological potential. Unlike purely empirical sciences, it develops meta-theoretical thinking, conceptual analysis, and value-based reflection. In teacher education, Philosophy functions not merely as a theoretical subject but as a formative mechanism that integrates scientific reasoning with ethical responsibility and professional identity.

A scientific worldview enables future teachers to interpret reality based on evidence, rationality, and systematic inquiry. A philosophical worldview deepens this perspective by incorporating epistemological critique, axiological reflection, and methodological self-awareness. Their integration is particularly relevant in the credit-module system, where independent and research-based learning require high levels of intellectual autonomy.

The purpose of this study is to substantiate methodological approaches to forming a scientific and philosophical worldview through teaching Philosophy in pre-service teacher education.

## **Theoretical Framework**

The development of scientific worldview is closely related to philosophy of science. Representatives such as Karl Popper emphasized critical rationalism and falsifiability as foundations of scientific thinking, while Thomas Kuhn demonstrated paradigm shifts as drivers of scientific development. These perspectives reveal that scientific knowledge is dynamic, historically conditioned, and methodologically structured.

Teaching Philosophy introduces students to epistemology — the study of knowledge, its sources, limits, and validity. Epistemological literacy enables future teachers to differentiate between scientific argumentation and dogmatic opinion. It cultivates logical reasoning, conceptual precision, and analytical depth.<sup>1</sup>

From an educational perspective, reflective thinking plays a central role. John Dewey defined reflection as active, persistent, and careful consideration of beliefs and practices. In the context of teacher education, reflection connects theoretical knowledge with pedagogical action.

Additionally, axiological theory emphasizes values as regulators of professional behavior. Philosophy courses allow students to analyze ethical dilemmas, professional responsibility, and social justice. Thus, Philosophy becomes an integrative discipline uniting cognitive, methodological, and value-based dimensions of professional training.

The formation of a scientific and philosophical worldview through Philosophy teaching relies on several interconnected methodological approaches:

### **1. Epistemological Approach**

This approach focuses on understanding the structure and logic of scientific knowledge. Students analyze concepts such as truth, objectivity, hypothesis, theory, and paradigm. Classroom discussions explore the criteria of scientific validity and the relationship between theory and practice.

In the credit-module system, epistemological competence is strengthened through:

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<sup>1</sup>Biesta, G. (2020). *Risking ourselves in education: Qualification, socialization, and subjectification revisited*. *Educational Theory*, 70(1), 89–104.

- Analytical essays
- Conceptual mapping
- Comparative analysis of scientific theories
- Independent research tasks

Such activities promote intellectual autonomy and critical thinking.

## **2. Hermeneutic Approach**

The hermeneutic method emphasizes interpretation and meaning-making. Philosophical texts are studied not as static doctrines but as dynamic intellectual dialogues. Students learn to interpret classical and contemporary philosophical ideas within modern educational realities.

Hermeneutic seminars involve:

Textual analysis

- Dialogical discussion
- Contextual interpretation
- Argument reconstruction

This method develops analytical culture and deepens methodological awareness

## **3. Phenomenological Approach**

Phenomenology focuses on lived experience and consciousness. Through reflective assignments, students analyze their own educational experiences and professional aspirations. This approach strengthens personal engagement with philosophical concepts.

Reflective diaries, portfolio tasks, and case-study analysis enable students to:

- Examine pedagogical situations philosophically
- Identify implicit assumptions
- Connect theory with practice

Such integration fosters professional self-consciousness.

## **4. Competence-Based Approach in the Credit-Module System**

The credit-module system structures learning outcomes in measurable competences. Philosophy contributes to the formation of:

- Analytical competence
- Argumentative culture
- Ethical responsibility
- Research literacy

-Reflective competence

Modules combine lectures (conceptual foundation), seminars (dialogical analysis), and independent work (research and reflection). Continuous assessment replaces isolated examinations, supporting gradual intellectual development.

### **Structural Model of Worldview Formation**

Based on the analysis, the process of worldview formation through Philosophy includes four interrelated components:

1. Cognitive Component – mastery of philosophical categories and scientific methodology.
2. Analytical-Reflective Component – development of critical reasoning and self-assessment.
3. Research Component – engagement in inquiry and problem-based learning.
4. Axiological Component – formation of ethical and value orientations.

These components function systemically. The absence of one weakens the holistic character of worldview development.<sup>2</sup>

### **Results and Discussion**

Pilot implementation within Philosophy modules for pre-service teachers revealed qualitative improvements in intellectual and professional indicators.

Students demonstrated:

- Increased ability to construct logically structured arguments.
- Greater understanding of scientific methodology.
- Improved skills in interpreting pedagogical situations philosophically.
- Enhanced ethical sensitivity in discussing professional dilemmas.

The credit-module format proved particularly effective because it provides structured autonomy. Independent assignments required students to synthesize interdisciplinary knowledge, conduct micro-research, and present reasoned conclusions.

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<sup>2</sup> Marginson, S. (2022). *Global science and national comparison: Beyond methodological nationalism*. Higher Education, 83(1), 1–17.

However, effective implementation depends on:

- Methodologically trained instructors;
- Clear integration between philosophy and pedagogy courses;
- Alignment of assessment with competence-based outcomes.

Without methodological coherence, Philosophy risks becoming purely theoretical and detached from professional practice.

### **Conclusion**

Teaching Philosophy within the credit-module system serves as a fundamental mechanism for forming a scientific and philosophical worldview in pre-service teachers. Through epistemological analysis, hermeneutic interpretation, phenomenological reflection, and competence-based organization, Philosophy integrates scientific reasoning with ethical and professional awareness.

The study confirms that systematic philosophical education enhances analytical thinking, methodological culture, and professional identity. In the context of global educational reforms, strengthening the methodological role of Philosophy is essential for preparing intellectually independent and ethically responsible teachers.

### **RESEARCH INSTRUCTIONS:**

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