



WORLDVIEW AND ITS INFLUENCE ON THE FORMATION OF THE VIEW OF YOUNG PEOPLE

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ABSTRACT

This article covers studying the socio-philosophical factors of using bibliotherapy in increasing the philosophical worldview of young people, the study of the content and conceptual foundations of increasing the philosophical worldview of young people, clarifying the role and possibilities of bibliotherapy in increasing the philosophical worldview of young people,. Proposals and recommendations have also been developed on the tasks and prospects for using bibliotherapy to increase the philosophical worldview of young people in New Uzbekistan.

Introduction

In New Uzbekistan, special attention is being paid to developing students' reading worldview, cultivating a culture of reading among youth, and systematically fostering reading culture. At the same time, improving the philosophical mechanisms for developing the reading worldview in young people, and creating a system to nurture interest in reading, has become an urgent task. The Uzbekistan-2030 strategy also emphasizes the importance of educating physically healthy, mentally and intellectually developed, independent-thinking, patriotic youth with a firm life perspective, deepening democratic reforms, and enhancing social activity in the process of developing civil society. This necessitates identifying the theoretical and methodological foundations for shaping students' reading worldview and developing criteria for assessing the level of reading skills.

For a person to socialize and actively participate in social life, they must have their own worldview. Young people need to understand their worldview, their attitudes toward the surrounding world, their own and others' characteristics, the essence of social processes, set clear goals and objectives, and act to achieve them.

Worldview is a consolidated form of principles, perspectives, and ways of determining a firm attitude toward material reality. Through worldview, an individual's perspectives on nature and society are expressed. Students perceive the world and understand their place in society through their worldview. At the same time, they define their attitudes toward the surrounding material reality and themselves. Moreover, a student's worldview reflects the life perspectives, lifestyle rules, convictions, ideals, goals, knowledge principles, activities, and value orientations of society members. In a person's worldview, the method of forming a moral-practical attitude toward objective reality is manifested. Through worldview, young

people understand the essence of material reality and ways to assimilate it. Worldview also reflects principles that help determine the essence of human life.

Literature Review And Methods

A number of studies have explored the significance of reading and literacy for both society and the individual, as well as the social and individual aspects of developing reading skills. In Uzbekistan, issues related to forming young people's worldview and reading skills have been studied by researchers such as E. Yoldosheva, A. Umarov, Yo. Qayumkhojaeva, B. G'anieva, A. Abdullaev, G. Amanova, U. Bek, X. Davron, and G. Shirinov.

Among scholars from the Commonwealth of Independent States (CIS), the works of S. I. Abakumova, A. V. Avdeeva, L. I. Belenkaya, G. I. Bondarenko, Ye. V. Buneeva, Ye. I. Golubeva, and M. A. Yumatova examine methods for encouraging youth to read, the development of reading competence and culture, and the specifics of traditional and modern reading technologies.

Research by foreign pedagogues and psychologists, including L. Hell, D. Ziegler, D. Fallows, K. Merga, A. Perrin, and D. F. Roberts, has explored the axiological aspects of reading and literacy, and the structural foundations and key directions for promoting reading culture among youth in countries such as the United Kingdom, France, Germany, and the United States.

Results And Discussion

All forms of philosophical worldview are important for human development. The main components of worldview include:

The system of knowledge acquired by the individual – today, Uzbek society has a strong demand for youth with scientific worldviews. Therefore, special attention should be given to the continuous acquisition of knowledge by young people in the educational process.

Individual perspectives formed by the person – the independent development of specific perspectives is crucial for youth to occupy firm positions.

Firm beliefs and convictions – a person with strong convictions understands themselves, does not blindly follow foreign ideas, and develops a stable worldview. In the current era of intensifying “mass culture” and ideological struggles, educating youth with firm beliefs and convictions is a priority in education.

Ability to set specific goals – in the educational process, fostering the ability in young people to set clear goals and develop their personal development programs requires significant effort from teachers. Goal-setting reflects a healthy belief system and worldview.

Knowledge is the main component of a student's scientific worldview and consists of a system of natural scientific knowledge and evidence. Such knowledge is understood and analyzed as objective laws of nature and society. Natural phenomena, historical events, and social interactions are universally perceived and interpreted by humans. Knowledge can also be subjectively accepted and shape an individual's perspectives, forming the basis of worldview. A perspective expresses a person's subjective attitude toward phenomena they know and understand.

When generalizing the common and natural aspects of phenomena, generalizations become tools for explaining and predicting events and for solving tasks set by individuals. During the formation of scientific worldview in youth, it is essential to present these

generalizations inherent in worldview. Among these, methodological ideas are particularly important because they reflect the internal laws of reality more fully and deeply. Ideas function as mechanisms for assimilating scientific knowledge. Therefore, in fostering scientific worldview among youth, special attention should be paid to presenting methodological concepts, ideas, and theoretical generalizations.

A fully developed scientific worldview serves a number of functions, including:

Educational function: The educational function of a scientific worldview lies in its ability to present the events and phenomena inherent in nature and society fully before the eyes of young people. It shapes their intellectual awareness, liberates them from social, political, and religious superstitions, and enriches their moral and ethical sphere.

Educational-upbringing function: This function is manifested in the perspectives, views, and beliefs acquired by the individual. These, in turn, require the development of certain moral qualities in the person. Based on these moral qualities, an aesthetic attitude toward reality is also formed. Consequently, young people develop volitional traits, a firm character, humaneness, a sense of duty and responsibility, and aesthetic ideals regarding social and personal life.

Developmental function: The developmental function ensures the activation of thinking processes during the acquisition of the scientific worldview. It motivates youth toward creativity, curiosity, and studying events and actions in their interrelations. As a result, young people acquire skills in generalizing new knowledge and in creative thinking about natural and social phenomena.

Organizational function: This function is manifested in the individual's initial position in practical activity. A scientific worldview serves as a primary factor enabling active participation in social life. It is a source that gradually develops the person's economic life and lifestyle.

Predictive function: The predictive function relies on knowledge and laws inherent in nature and society. In scientific-practical thinking, individuals develop certain directions. Current tendencies in social development facilitate the emergence of ideas that allow individuals to shape their future.

According to V. A. Sovalev, "worldview is a programmed, deeply thought-out plan of a person's life, reflecting their lifestyle" [1, p. 36]. The formation of worldview depends on the content of a person's life. It emerges as a result of specific educational and practical activities that possess meaningful content. Therefore, through educational activities, young people develop a scientific worldview. They assimilate knowledge within the limits of their abilities and begin to reflect on it. The need to understand the meaning of life drives youth to comprehend their own lives and organize it as a purposeful process rather than merely as a sequence of events.

Forming a scientific worldview in youth is one of the key tasks of a student-centered educational process based on the principle of humanism. Young people are provided with knowledge across various fields and national-spiritual values, and teachers encourage them to think independently. Students must discover this knowledge themselves, understand its content and essence, integrate it into their activities, and distinguish between different concepts. Only then do perspectives and worldview become clarified, forming each student's

unique scientific worldview. Every scientific worldview arises as a result of understanding the essence and content of knowledge.

Youth worldview consists of three main components: intellectual, emotional-volitional, and practical-activity experience.

In a student-centered educational process, shaping a scientific worldview requires developing intellectual activity and cultivating personal qualities unique to each student. Youth must be taught specific scientific and aesthetic perspectives, moral principles, norms, life values, goals, ways to achieve them, and methods for carrying out practical actions. As a result, a student can perceive and understand the entire universe, nature, and society through their scientific worldview. Their comprehension of human beings, society, social relations, and values practiced by society members depends on the breadth of their scientific worldview.

In shaping a scientific worldview in youth, not only the educational process but also the surrounding environment and family play an important role. The expression of scientific worldview can manifest not only in an individual student but also in a group of young people. At the same time, the worldview of one student may differ sharply from others. Nevertheless, common features exist among all. One of the key aspects of a worldview based on perspective is its objectivity.

The objectivity of a scientific worldview lies in the fact that a student does not act solely based on personal interests or desires. Instead, they act in the interest of the greater good. Accordingly, a student sets clear goals and undertakes specific actions to achieve them. A student's worldview is composed of the harmonious integration of individual conceptual blocks.

To form a scientific worldview in youth, the educational process must provide not only theoretical knowledge but also consistent information about the current state of society and nature, its problems and solutions, and the role of youth as individuals within this society. By purposefully organizing and effectively managing a student-centered learning process, a coherent and structured scientific worldview emerges in students. Gradually and systematically guiding youth to acquire theoretical knowledge fosters skills for conscious cooperation with nature and society.

A system of integrated perspectives regarding the material world, reflecting the individual's position and essence, constitutes the expression of their worldview. This system is formed through the assimilation of scientific achievements, acquisition of various forms of social consciousness, active participation in societal life, and the internalization of collective social experience. For a student to determine their own behavior, it is essential to understand the dynamics of events occurring in society, foresee their consequences and directions, and recognize their role in these processes based on their worldview.

Youth scientific worldviews must exhibit consistency. V. I. Drigin notes that "the worldview of young people is formed through systematically presented knowledge" [2, p. 27]. The firmness observed in their actions and activities is a product of this worldview.

L. A. Grigoreva has also emphasized that the scientific worldview developed in youth possesses characteristics of territoriality, integrity, and subjectivity. Young people's thoughts, worldviews, and decisiveness are indicators of their individuality, shaped through their scientific worldview, which plays a key role in its development [3, p. 11]. The foundation of

worldview is formed by ideas, perspectives, and reflections, while perspectives themselves are grounded in decisiveness.

Young people must continually test the firmness and consistency of their perspectives through practical experience. The depth or variability of a student's scientific worldview is associated with their individuality. At the same time, teachers, parents, and peers must support the student's decisiveness, while youth must recognize the need to correct their shortcomings.

I. S. Kon interprets the worldview of youth as linked to the presence of clear perspectives. This is particularly evident when a student defines their professional field. The scientific worldview aids in the development of self-awareness on a moral level [4, p. 100]. When youth clarify their perspectives, the worldview becomes a guiding and directing force. Human attitudes toward objective reality, along with the setting of goals and tasks, produce specific qualitative changes in worldview. By understanding the perspectives that define their worldview, young people gain opportunities for personal development. In this process, their personal and social interests and motivations are harmonized, fostering interest in particular activities and enabling them to comprehend the essence of their practical endeavors.

The scientific worldview of youth is integrative. It encompasses perspectives, choices, individuality, leadership potential, awareness levels, evaluative attitudes, understanding of objective laws, stable inclinations, goals, interests, and both emotional and intellectual capacities.

Within subject-to-subject interactions, the distinctive features of scientific worldview in youth are fully formed. These include: clearly existing conditions, circumstances dependent on the individual's activity, and factors mobilizing their potential. Such influences activate youth into purposeful action. The formation of youth scientific worldview also affects the forms and content of the educational process and, at times, the teacher's pedagogical approach, expanding the framework of student-centered subject-to-subject interactions.

Despite numerous studies on worldview, the problem of scientific worldview remains highly relevant. In today's rapidly changing world, it is necessary not only to systematize knowledge about nature but also to adapt human understanding to contemporary conditions, forming worldview at a competence-based level.

Worldview is not only content but also a method of understanding truth, guiding principles that determine the essence of activity, and life principles that help define goals. By generalizing ideas about the world, individuals form a comprehensive life plan, while ideas with a strong worldview influence power emerge. Worldview has profound practical significance, affecting behavioral norms, attitudes toward labor, interpersonal relationships, life aspirations, and individual tastes and interests.

Modernizing education defines the purpose of the learning process. The education system serves as a primary mechanism for perceiving reality and conveying knowledge to the level of mass consciousness, ensuring the formation of worldview. Pedagogical and psychological scholars have focused on ways to develop scientific worldview. In particular, the works of G. S. Altshuller, Sh. A. Amonashvili, P. Ya. Galperin, V. V. Davidov, Ye. V. Vlasova, Ya. A. Komensky, V. A. Slavenin, K. D. Ushinsky, V. F. Shatalov, and D. B. Elkonin are dedicated

to the formation of scientific worldview in youth, as well as the creation and study of evolving educational systems.

The psychological-pedagogical foundations of scientific worldview have been studied by Yu. K. Babansky, N. A. Menchinskaya, E. I. Monoszon, A. V. Usova, and others. Their research acknowledges the complexity of forming a scientific worldview and emphasizes the need to reconsider its multiple dimensions.

The formation of scientific worldview has a multi-level character, which has been noted by several researchers, including I. Ya. Lerner, G. Ye. Zaleskiy, I. V. Sisoenko, V. M. Shurevich, among others. According to their views, a worldview is a system of attitudes toward truth, general understanding of the world, principles of activity, values, ideas, and beliefs.

Scholars in our republic, such as B. Mirzakhmedov, M. Djoraev, R. Bekjonov, B. Akhmadkhojaev, A. Boydedaev, and S. Qahhorov, have conducted research on the methodology of scientific cognition. The methodological basis for understanding natural phenomena and processes occurring around us integrates theoretical (scientific abstraction, conceptual models, scientific ideas, and hypotheses) and empirical (observations, experiments, presentation of results based on scientific facts, analysis, and generalization) methods. These methods play a crucial role in the formation of scientific worldview in youth.

In the process of developing a scientific worldview, the primary role is assigned to the generalization of knowledge. Scientific worldview represents a complex, integrated learning of social and individual consciousness. Therefore, generalization, as the outcome of intellectual activity, organizes the process of cognition and is expressed in the form of representations, scientific facts, concepts, laws, theories, and the scientific panorama of the world. Philosophers view the process of generalizing knowledge as the emergence of universal concepts. In other words, generalization involves deriving conclusions about the laws of society and nature. Issues related to the generalization of knowledge in the formation of scientific worldview have been examined in the works of T. Likhachev, V. N. Meshanskiy, V. G. Razumovskiy, and other scholars.

The structure of scientific worldview formation in youth can be divided into four main components:

1. Cognitive component – based on generalized knowledge, including everyday, professional, scientific, and other types of knowledge;
2. Value component – encompassing values, ideas, beliefs, norms, and other guiding principles;
3. Emotional-volitional component – consisting of personal attitudes, beliefs, and convictions;
4. Practical component – reflecting the individual's readiness to apply knowledge in specific situations and perform particular actions.

The structure of scientific knowledge exists at two levels: empirical and theoretical. The levels themselves differ according to several parameters:

By research subject: empirical research focuses on phenomena, whereas theoretical research focuses on their essence;

By means and methods of cognition;

By research methodology: empirical level involves observation and experimentation, while theoretical level involves systematic approaches;

By the nature of acquired knowledge: empirical knowledge includes facts, classifications, and empirical laws, whereas theoretical knowledge reveals laws, significant relationships, and theories.

Social practice serves as a criterion for the validity of thinking. It also forms the basis for the development of logical rules and laws. Thinking is realized through mental operations such as analysis, comparison, synthesis, abstraction, generalization, and reasoning. Empirical thinking relies directly on perception, sensory images, and representations and does not go beyond them. It is limited to the stage of forming general, significant representations and the development of empirical concepts [5, p. 113].

Conclusion

In the future, the theoretical level is constructed upon the empirical level, which involves the comprehensive study of reality in terms of its essential connections and laws. In this process, both types of research—empirical and theoretical—are organically interconnected and mutually define each other as inseparable components of scientific knowledge. It is well recognized that science plays an invaluable role in the formation of a scientific worldview, especially the fundamental sciences. Science is both a product and a condition for the cultural development of humanity. Through science, humans advance material production, refine social relations, educate and nurture new generations, maintain health, and address ecological problems. The development of natural scientific knowledge and technology significantly transforms lifestyles, improves human well-being, and enhances living conditions.

In summary, theoretical thinking progresses from concrete sensory perception to the level of identifying important general principles. The outcome of theoretical thinking is the formation of theoretical concepts, hypotheses, and models. Using deductive methods, theoretical thinking enables the anticipation of new phenomena, prediction of properties of objects, and formulation of laws as results of theoretical analysis. Scientific thinking is largely characterized by abstract theoretical reasoning. Individuals with highly developed logical thinking can readily grasp theoretical concepts and quickly discern lawful connections among phenomena.

In the process of teaching philosophy, it is essential to cultivate and develop both practical and theoretical thinking by fostering learners' ability to draw theoretical conclusions and generalizations. For scientific thinking, this involves: clearly formulating the purpose of inquiry; developing hypotheses based on prior theoretical or experimental studies; designing a methodology; identifying the main stages of investigation; conducting targeted empirical studies according to the developed plan; analyzing the obtained results; and expressing conclusions in a systematic and reflective manner.

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