



## PHILOSOPHICAL AND AXIOLOGICAL FOUNDATIONS FOR DEVELOPING VALUE-BASED ATTITUDES TOWARDS HISTORICAL MEMORY AND MORAL IDEALS AMONG YOUTH

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**Abstract.** *This extended thesis analyzes the philosophical and axiological foundations of developing value-based attitudes towards historical memory and moral ideals among youth. Historical memory and moral ideals are examined as fundamental components of young people's worldview and moral orientation. From an axiological perspective, the study explores how values shape youth engagement with historical heritage and ethical norms. In the context of globalization and digital transformation, the stability of value systems among youth faces increasing challenges. The thesis argues that philosophical reflection and axiological education play a crucial role in transforming historical memory and moral ideals into internalized personal values. The findings highlight the importance of integrating philosophical approaches into youth education and cultural policy to ensure moral continuity and social sustainability.*

**Keywords:** *axiology, historical memory, moral ideals, youth, values, philosophical reflection.*

In contemporary societies, the formation of youth consciousness occurs under the influence of rapid social change, globalization, and the expansion of digital information environments. These processes significantly affect how young people perceive history, morality, and their role in society. Historical memory and moral ideals occupy a central position in this process, as they shape identity, ethical judgment, and social responsibility.

Philosophically, historical memory represents more than a recollection of past events. It is a value-laden interpretation of historical experience through which



societies transmit meanings, norms, and moral lessons across generations<sup>1</sup>. Historical memory functions as a mechanism of cultural continuity, enabling young people to perceive themselves as participants in an ongoing historical process rather than isolated individuals.

From an axiological standpoint, historical memory acquires significance only when it is recognized as a value. Axiology emphasizes that values guide human behavior by shaping attitudes, motivations, and choices<sup>2</sup>. When historical memory is internalized as a value, it becomes a source of moral orientation and social responsibility. Conversely, the weakening of historical memory may lead to moral disorientation and a loss of cultural identity.

Moral ideals play a complementary role in this process. They serve as normative models that define standards of ethical behavior and social interaction. Moral ideals are not abstract constructs but are rooted in historical experience and cultural traditions. Through moral ideals, societies articulate their expectations regarding justice, responsibility, and human dignity<sup>3</sup>. For youth, moral ideals provide criteria for evaluating personal actions and social phenomena.

The relationship between historical memory and moral ideals is inherently reciprocal. Historical memory offers narratives and experiences that inform moral judgment, while moral ideals provide interpretative frameworks for understanding historical events. This interdependence strengthens the axiological significance of both concepts and contributes to the formation of a coherent worldview among youth.

In the context of globalization, young people are increasingly exposed to diverse and often contradictory value systems. While this exposure expands cultural horizons, it also creates challenges for maintaining stable moral orientations. The dominance of pragmatic and utilitarian values, combined with the relativization of ethical standards, may weaken youth attachment to historical memory and moral ideals<sup>4</sup>. As a result, phenomena such as historical indifference, moral uncertainty, and identity fragmentation may emerge.



Philosophical analysis suggests that these challenges cannot be addressed solely through the transmission of factual knowledge.

Instead, they require a value-oriented approach that emphasizes reflection, interpretation, and critical engagement. Axiological education encourages youth to perceive history not merely as a sequence of events but as a source of moral experience and ethical insight.

Furthermore, philosophical reflection on values contributes to the development of moral autonomy among youth. By engaging critically with historical memory and moral ideals, young people acquire the capacity to make informed ethical judgments and to resist superficial or destructive value influences. This process enhances civic engagement and social responsibility<sup>5</sup>.

Educational and cultural institutions play a decisive role in facilitating the axiological development of youth. However, their effectiveness depends on their ability to integrate philosophical reflection into educational practices. Teaching history and morality as value-laden disciplines fosters deeper engagement and helps transform external norms into internal convictions.

In conclusion, developing value-based attitudes towards historical memory and moral ideals among youth represents both an educational task and a philosophical challenge. An axiological approach provides a comprehensive framework for understanding how values shape youth consciousness and social behavior. Strengthening philosophical reflection on historical memory and moral ideals contributes to moral continuity, cultural identity, and sustainable social development.

## Footnotes

1. Ricoeur, P. *Memory, History, Forgetting*. Chicago: University of Chicago Press, 2004.

2. Scheler, M. *Formalism in Ethics and Non-Formal Ethics of Values*. Evanston: Northwestern University Press, 1973.



3. Taylor, C. Sources of the Self: The Making of the Modern Identity. Cambridge: Harvard University Press, 1989.
4. Appadurai, A. Modernity at Large: Cultural Dimensions of Globalization. Minneapolis: University of Minnesota Press, 1996.
5. Giddens, A. The Consequences of Modernity. Stanford: Stanford University Press, 1990.

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