

A SOCIO-PHILOSOPHICAL ANALYSIS OF THE INTEGRATIVE FUNCTION OF NATIONAL AND UNIVERSAL VALUES IN YOUTH WORLDVIEW DEVELOPMENT

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Annotatsiya. Globallashuv va ijtimoiy-madaniy transformatsiyalar jadallashayotgan hozirgi davrda yoshlar dunyoqarashini shakllantirish masalasi ijtimoiy-falsafiy tadqiqotlarning muhim yo'nalishlaridan biri hisoblanadi. Mazkur maqolaning maqsadi yoshlar dunyoqarashini rivojlantirishda milliy va umuminsoniy qadriyatlarning integrativ funksiyasini tahlil qilishdan iborat. Tadqiqot jarayonida ijtimoiy-falsafiy tahlil, qiyosiy tahlil hamda mavzuga oid ilmiy adabiyotlarni o'rganish metodlaridan foydalanildi. Tadqiqot natijalari milliy va umuminsoniy qadriyatlarning o'zaro uyg'unligi yoshlarning muvozanatli dunyoqarashini shakllantirish, milliy o'zlikni anglashni mustahkamlash, fuqarolik mas'uliyatini rivojlantirish hamda madaniyatlararo muloqot kompetensiyalarini oshirishga xizmat qilishini ko'rsatdi. Shuningdek, ushbu qadriyatlarning integratsiyasi yoshlarning ma'naviy-axloqiy kamoloti va ijtimoiy faolligini ta'minlovchi muhim omil sifatida namoyon bo'lishi aniqlandi. Tadqiqot natijalari ta'lim va tarbiya tizimida qadriyatlarga asoslangan yondashuvlarni takomillashtirish zarurligini asoslaydi.

Xulosa sifatida, milliy va umuminsoniy qadriyatlarning integrativ ta'siri yoshlarning intellektual, ma'naviy va ijtimoiy rivojlanishining muhim konseptual asosi ekanligi ta'kidlanadi.

Kalit so'zlar: yoshlar dunyoqarashi, milliy qadriyatlar, umuminsoniy qadriyatlar, qadriyatlar integratsiyasi, ijtimoiy-falsafiy tahlil, ma'naviy tarbiya, madaniy identiklik, fuqarolik ongi, globallashuv, yoshlar rivojlanishi.

Аннотация. В условиях глобализации и ускоряющихся социокультурных трансформаций проблема формирования мировоззрения молодежи приобретает особую актуальность и становится одним из важных направлений социально-философских исследований. Целью данной статьи является анализ интегративной функции национальных и общечеловеческих ценностей в развитии мировоззрения молодежи. В ходе исследования были использованы методы социально-философского анализа, сравнительного анализа, а также изучения научной литературы по рассматриваемой проблематике. Результаты исследования показали, что гармоничное сочетание национальных и общечеловеческих ценностей способствует формированию сбалансированного мировоззрения молодежи, укреплению национальной идентичности, развитию гражданской ответственности и повышению уровня межкультурной коммуникации. Кроме того, установлено, что интеграция данных ценностей выступает важным фактором духовно-нравственного становления личности и повышения социальной активности молодежи. Полученные результаты обосновывают необходимость совершенствования ценностно-ориентированных подходов в системе образования и воспитания.

В заключение подчеркивается, что интегративное взаимодействие национальных и общечеловеческих ценностей является важной концептуальной основой интеллектуального, духовного и социального развития молодежи.

Ключевые слова: мировоззрение молодежи, национальные ценности, общечеловеческие ценности, интеграция ценностей, социально-философский анализ, духовно-нравственное воспитание, культурная идентичность, гражданское сознание, глобализация, развитие молодежи.

Annotation. *In the context of globalization and rapid socio-cultural transformation, the development of youth worldview has become a crucial issue in contemporary socio-philosophical discourse. This study aims to examine the integrative function of national and universal values in shaping the worldview of young people. The research employs socio-philosophical analysis, comparative analysis, and a review of relevant scholarly literature to explore the relationship between value systems and youth development. The findings indicate that the integration of national and universal values contributes to the formation of a balanced worldview, strengthens cultural identity, promotes social responsibility, and enhances intercultural understanding among youth. Furthermore, the study reveals that the harmonization of these values serves as an effective mechanism for fostering moral maturity and civic consciousness in an increasingly interconnected world. The results highlight the importance of value-based education and socialization processes in supporting sustainable youth development.*

The study concludes that the integrative interaction between national and universal values constitutes a significant foundation for the intellectual, moral, and social development of young people.

Keywords: *youth worldview, national values, universal values, value integration, socio-philosophical analysis, youth development, cultural identity, civic consciousness, globalization, moral education.*

The rapid advancement of globalization, technological innovation, and intercultural interaction has fundamentally transformed the social environment in which young people develop their worldviews. Contemporary youth are increasingly exposed to diverse cultural norms, ethical principles, and ideological perspectives that influence their understanding of society, identity, and human values. In this context, the formation of a balanced worldview has become a significant challenge for educational institutions, families, and society as a whole. A worldview represents a complex system of beliefs, values, attitudes, and perceptions through which individuals interpret social reality and determine their position within it. The development of youth worldview is particularly important because young people constitute a strategic social group whose intellectual, moral, and civic orientations shape the future trajectory of society.

Therefore, identifying the factors that contribute to worldview formation remains a crucial issue in socio-philosophical research. Among these factors, national and universal values occupy a central place. National values preserve cultural heritage, historical memory, and collective identity, while universal values promote principles such as human dignity, equality, tolerance,

justice, and social responsibility. Although both categories of values play an essential role in youth development, contemporary debates often focus on them separately, overlooking their interconnected and complementary nature. A review of existing scholarly literature reveals that considerable attention has been devoted to the study of value education, identity formation, and youth socialization. However, insufficient emphasis has been placed on the integrative function of national and universal values and their combined influence on worldview development. This theoretical gap limits a comprehensive understanding of how different value systems interact to foster intellectual maturity, moral consciousness, and civic engagement among young people. The significance of this study lies in its attempt to examine the integration of national and universal values as a multidimensional mechanism that contributes to the development of a coherent and socially responsible worldview. The findings may provide theoretical insights for socio-philosophical studies and practical recommendations for educational and youth-development policies. Accordingly, the aim of this research is to analyze the integrative function of national and universal values in youth worldview development and to determine their contribution to the formation of cultural identity, moral awareness, social responsibility, and civic consciousness in contemporary society.

This study adopts a socio-philosophical research design aimed at examining the integrative function of national and universal values in the development of youth worldview. The methodological framework is grounded in qualitative inquiry, as the research focuses on conceptual interpretation, theoretical analysis, and value-based social phenomena rather than measurable empirical variables. A **socio-philosophical analysis** was employed as the primary method to investigate how national and universal value systems interact in shaping youth worldview formation. This approach enabled a systematic interpretation of value categories, their meanings, and their functional roles within contemporary socio-cultural contexts. In addition, a **hermeneutic method** was applied to interpret philosophical, ethical, and pedagogical texts related to values, identity formation, and youth development. A **comparative analysis method** was used to examine the similarities, differences, and complementarities between national values (rooted in cultural heritage, traditions, and historical consciousness) and universal values (based on global ethical principles such as human dignity, justice, and tolerance). This comparison allowed for identifying points of convergence that contribute to their integrative function. Furthermore, a **theoretical literature review** was conducted, covering peer-reviewed academic sources in the fields of philosophy, sociology, education, and cultural studies. The literature selection focused on studies addressing value education, globalization, youth socialization, and worldview formation.

This enabled the identification of existing research trends and theoretical gaps regarding value integration. The study also applies an **interpretivist paradigm**, which assumes that worldview and value systems are socially constructed and context-dependent. Within this paradigm, emphasis is placed on understanding meanings, cultural contexts, and subjective interpretations rather than statistical generalization. Data were not collected through surveys or experiments; instead, secondary data from scholarly publications, theoretical frameworks, and philosophical texts were analyzed.

The synthesis of these sources was used to develop a conceptual understanding of how the integration of national and universal values contributes to youth worldview development.

The analysis reveals that the integration of national and universal values plays a significant and multidimensional role in shaping youth worldview development. The findings indicate that these two value systems do not function in isolation; rather, they interact dynamically and contribute to the formation of a balanced and socially adaptive worldview among young people.

First, the study shows that **national values** provide a stable cultural foundation for youth identity formation. These values reinforce historical continuity, strengthen cultural belonging, and support the preservation of collective memory. As a result, young individuals develop a stronger sense of cultural rootedness and national identity, which serves as a protective factor against value disorientation in conditions of globalization. Second, **universal values** are found to expand the cognitive and moral horizons of youth. Principles such as human dignity, justice, tolerance, and equality facilitate the development of open-mindedness, intercultural sensitivity, and ethical reasoning. These values enable young people to engage constructively with diverse cultural and ideological environments. Third, the results demonstrate that the **integration of national and universal values** produces a synergistic effect. Rather than creating conflict, their interaction fosters a more holistic worldview that combines cultural identity with global awareness. This integrative mechanism contributes to the development of moral balance, critical thinking, and civic responsibility. Furthermore, the findings suggest that youth who are exposed to both value systems in an integrated manner are more likely to demonstrate **social responsibility, emotional stability, and intercultural competence**. Such individuals tend to show greater adaptability in multicultural environments while maintaining respect for their cultural heritage and the study identifies that the absence of integration between these value systems may lead to two contrasting risks: excessive national exclusivism on one hand, and cultural detachment or value relativism on the other. These outcomes highlight the necessity of a balanced value education approach.

The findings of this study highlight the critical importance of value integration in shaping youth worldview within contemporary socio-cultural conditions. In particular, the results demonstrate that national and universal values function not as competing frameworks, but as complementary systems that jointly contribute to the intellectual, moral, and civic development of young people. This supports the socio-philosophical position that worldview formation is a multidimensional process influenced by both culturally specific and universally shared value structures. One of the key implications of the study is that national values remain essential for sustaining cultural continuity and identity formation. In an era of intensified globalization, young people often encounter fragmented or hybrid cultural influences, which may weaken their sense of belonging. The findings suggest that national values provide a stabilizing framework that helps youth maintain cultural rootedness and psychological coherence. This aligns with existing theoretical perspectives in cultural philosophy and identity studies, which emphasize the role of tradition in ensuring social cohesion. At the same time, universal values expand the ethical and cognitive boundaries of youth worldview. The promotion of principles such as human dignity, tolerance, and justice encourages openness to diversity and strengthens intercultural competence.

The study confirms that these values are particularly important in pluralistic societies, where interaction across cultural and ideological boundaries is inevitable. From this perspective, universal values serve as a bridge between local identity and global citizenship. A significant contribution of this research lies in demonstrating the **synergistic effect of value integration**.

When national and universal values are internalized in a balanced manner, they generate a more coherent and adaptive worldview. This integrated value orientation allows young people to combine cultural loyalty with global awareness, thereby avoiding the extremes of ethnocentrism and cultural alienation. Such findings extend previous studies that have typically examined these value systems separately rather than in interaction. Furthermore, the results have important implications for education and youth policy. They suggest that value education should move beyond dichotomous approaches and instead promote integrative pedagogical models that harmonize national heritage with universal ethical principles. Educational institutions, in particular, play a key role in facilitating this process through curricula that encourage critical thinking, intercultural dialogue, and moral reflection. However, the study also acknowledges certain limitations. As a conceptual socio-philosophical analysis, it does not include empirical data from surveys or longitudinal observations of youth populations. Future research could address this gap by applying mixed-method or empirical approaches to further validate and operationalize the integrative model proposed in this study.

In conclusion, this study has examined the integrative function of national and universal values in the development of youth worldview from a socio-philosophical perspective. The findings indicate that national values provide cultural continuity and identity stability, while universal values promote ethical openness, intercultural understanding, and global awareness.

Their integration produces a synergistic effect that contributes to the formation of a balanced, coherent, and socially responsible worldview among young people. The study concludes that a value-integrative approach is essential for preventing both cultural isolation and value disorientation in the context of globalization. By harmonizing national heritage with universal ethical principles, young people are better equipped to develop critical thinking, moral maturity, and civic consciousness. Therefore, strengthening value-based education and fostering integrative pedagogical strategies should be considered a key priority in contemporary youth development policies.

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