

## AXIOLOGICAL APPROACH TO USING PHILOSOPHICAL QUESTIONS IN PRIMARY EDUCATION: METHODOLOGICAL FOUNDATIONS

Denov Institute of Entrepreneurship and Pedagogy, Department of Pedagogy and Psychology, teacher Turdiyeva Izzatoy Sadikovna

Termez State Pedagogical Institute, student Alimardonova Ezozkhon Isroil qizi

**Abstract** This article explores the methodological foundations of employing philosophical questions in primary education through an axiological (value-centered) approach. The study emphasizes how philosophical inquiry can foster value formation, critical reflection, and moral reasoning among young learners. By integrating philosophical questioning with axiological pedagogy, educators can create a learning environment where students develop autonomy, empathy, meaning-making skills, and a reflective worldview. The article analyzes theoretical frameworks, classroom strategies, and pedagogical implications, and offers practical guidelines for teachers.

### Introduction

Philosophy in primary education has attracted increasing academic attention due to its potential to cultivate critical thinking, reasoning ability, emotional intelligence, and value awareness. Children are naturally curious and often pose fundamental questions about existence, morality, justice, beauty, and knowledge. Encouraging such philosophical questioning helps shift learning from memorization toward reflection and meaning-making. The axiological approach—derived from axiology, the philosophical study of values—offers a framework to understand how philosophical questions in the classroom can contribute to the formation of personal, social, and moral values. When combined with child-centered pedagogy, axiological methods can support the holistic formation of learners' worldviews. This article investigates how philosophical questions can be effectively integrated into primary education using axiological principles. It examines methodological foundations, discusses the role of value-based inquiry, and presents strategies for classroom implementation.

**Theoretical Background** Axiology and the Role of Values in Education Axiology encompasses the study of values, including moral, aesthetic, social, and cognitive values. In education, the axiological approach highlights how schooling contributes to:

value formation and value consciousness, ethical decision-making, development of social relations, identity and worldview shaping. Primary school is a crucial stage for internalizing values. Children between the ages of 6 and 11 actively form moral judgments and social norms. Therefore, integrating axiological pedagogy into early education creates opportunities for reflective and responsible citizenship. **Philosophy for Children (P4C)** Matthew Lipman's Philosophy for Children (P4C)

framework asserts that children possess the capacity for philosophical reasoning when guided appropriately. P4C involves: community of inquiry, dialogic discussion, cooperative reasoning, value reflection. Axiological principles align naturally with P4C, as philosophical discussions frequently touch upon values—justice, friendship, respect, fairness, truth, responsibility, etc.

### **Why Philosophical Questions Matter in Primary School Philosophical questions stimulate:**

cognitive development: logical reasoning, conceptualization, and argumentation; emotional development: empathy, recognition of others' perspectives; axiological development: awareness of moral and social values; linguistic development: articulation of thoughts, communicative competence. Thus, philosophical questions serve not only as cognitive tools but also as value-forming mechanisms.

### **The Axiological Approach in Primary Education**

**Core Principles** An axiological approach to philosophical questioning relies on: Value-centered thinking – encouraging students to discuss why something is important or meaningful. Reflective dialogue – fostering critical engagement with personal and shared values. Open-ended inquiry – allowing multiple viewpoints and interpretations. Moral imagination – enabling children to envision alternative solutions or ethical choices. Respectful communication – building a classroom culture grounded in empathy and mutual respect. **Types of Values Addressed Through Philosophical**

**Questions** **Moral values:** honesty, fairness, kindness, responsibility. **Social values:** cooperation, respect for differences, community. **Cognitive values:** curiosity, truth-seeking, rationality. **Aesthetic values:** appreciation of beauty, creativity, harmony. **Personal values:** identity, purpose, self-respect. Philosophical questions often naturally integrate these values. For example: “Why should people tell the truth?” “What makes a person good?” “Is beauty the same for everyone?” “What makes life meaningful?”

Such questions stimulate axiological reflection even among young learners.

### **Methodological Foundations for Using Philosophical Questions**

**Pedagogical Conditions** To use philosophical questions effectively, classrooms require: a safe and trusting environment; encouragement of curiosity and independent thinking; teacher facilitation rather than direct instruction; democratic dialogue norms; age-appropriate philosophical texts or stories. **Stages of Philosophical-Axiological Inquiry** **Stimulus Stage** Present a story, picture, moral dilemma, or event that raises value-based questions. **Question Generation Stage** Students generate their own philosophical questions. **Community of Inquiry Discussion** Students collaboratively analyze questions through dialogue. **Value Reflection Stage** Identification and discussion of moral or social values involved. **Application Stage** Students apply insights to real-life situations or classroom behaviors. **Teacher's Role** Teachers act as: facilitators of critical and value-oriented dialogue, mediators of differing viewpoints, promoters of empathy and respect, guides in conceptual clarification. Teachers must refrain from giving “correct”

answers and instead help students build arguments and reflect on values. Practical Classroom Strategies Story-Based Philosophical Inquiry Using children's literature and short stories enables students to question characters' decisions and underlying values.

**Example:** reading "The Empty Pot" can prompt inquiry into honesty, courage, and fairness. Value Dilemmas Teachers present moral dilemmas such as: "Should you always share your belongings?" "Is it ever okay to lie?" "What should you do if your friend breaks the rules?" Students discuss and justify their positions. Philosophical Question Cards Cards contain big philosophical questions related to:

ethics

identity

freedom

fairness

friendship

beauty

Students randomly choose a card and discuss. Collaborative Circle Discussions A circle seating arrangement supports equality and mutual respect, essential for axiological learning. Reflection Journals Students write short reflections on the values they explored. Writing reinforces value internalization. Benefits of the Axiological Approach Cognitive Benefits improved reasoning and argumentation, enhanced problem-solving skills, increased metacognitive awareness. Emotional and Social Benefits empathy and understanding of others' perspectives, reduced classroom conflicts,

stronger cooperation and communication. Value-Centered Benefits development of moral judgment, formation of stable personal values, conscious participation in community and social life.

Challenges and Limitations Teachers may lack training in philosophical facilitation. Time constraints in primary curricula may limit discussions. Some students may struggle to articulate abstract ideas. Cultural variations influence which values are emphasized. Assessment of philosophical and axiological skills is complex. Addressing these challenges requires teacher development programs, supportive school leadership, and curriculum flexibility.

### Conclusion

Using philosophical questions in primary education through an axiological approach supports the holistic development of students, helping them form moral values, critical thinking skills, and reflective judgment. Through dialogic inquiry, children learn not only to think but also to understand why certain values matter. The axiological method empowers young learners to become thoughtful, responsible, and value-conscious individuals. Integrating philosophical questioning into daily classroom practice forms a foundation for ethical citizenship and lifelong learning.

### References

1. Lipman, M. Thinking in Education. Cambridge University Press, 2003.
2. Splitter, L. & Sharp, A. M. Teaching for Better Thinking: The Classroom Community of Inquiry. ACER Press, 1995.
3. Haynes, J. Children as Philosophers: Learning Through Enquiry and Dialogue in the Primary Classroom. Routledge, 2002.
4. Fisher, R. Teaching Children to Think. Nelson Thornes, 2005.
5. Matthews, G. The Philosophy of Childhood. Harvard University Press, 1994.
6. Dewey, J. Democracy and Education. Free Press, 1916.
7. Kohan, W. O. "Philosophy for Children and the Quest for Meaning." *Childhood & Philosophy*, 2018.
8. Noddings, N. Educating Moral People. Teachers College Press, 2002.
9. Egan, K. Teaching as Storytelling. University of Chicago Press, 1995.
10. Šulová, L. "Value Education in Primary School." *Journal of Pedagogical Research*, 2019.