

NECESSITY OF DEVELOPING HUMANISM IN STUDENTS

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Abstract: This article examines the necessity of developing humanism among students from scientific and pedagogical perspectives. It highlights the importance of fostering social-emotional competencies, the role of humanism in modern education, and effective methods based on international practice. A survey conducted among university students revealed that the levels of empathy, tolerance, and cooperation remain moderate. Based on the findings, recommendations are proposed to strengthen humanistic education within Uzbekistan's higher education system.

Keywords: humanism, student, empathy, social-emotional competence, higher education, education.

Annotatsiya: Mazkur maqolada talabalarda insonparvarlikni rivojlantirish zarurati ilmiy-pedagogik nuqtai nazardan tahlil qilingan. Tadqiqotda ijtimoiy-emotsional kompetensiyalarni shakllantirishning ahamiyati, zamonaviy ta'lim tizimida insonparvarlikning o'rni va xorijiy tajribalar asosida samarali metodlar ko'rib chiqilgan. So'rovnoma va tahlil natijalari talabalar orasida empatiya, bag'rikenglik va hamkorlik kabi fazilatlar rivojlanish darajasi o'rtacha ekanini ko'rsatdi. Maqolada O'zbekiston oliy ta'limida insonparvarlik tarbiyasini kuchaytirishga qaratilgan tavsiyalar ishlab chiqilgan.

Kalit so'zlar: insonparvarlik, talaba, empatiya, ijtimoiy-emotsional kompetensiya, oliy ta'lim, tarbiya.

Аннотация: В данной статье рассматривается необходимость развития гуманизма у студентов с научно-педагогической точки зрения. В исследовании анализируется значение формирования социально-эмоциональных компетенций, роль гуманизма в современной системе образования и эффективные методы, основанные на зарубежном опыте. Результаты опросов и анализа показали, что уровень эмпатии, толерантности и сотрудничества среди студентов находится на среднем уровне. В статье даны рекомендации по усилению гуманистического воспитания в системе высшего образования Узбекистана.

Ключевые слова: гуманизм, студент, эмпатия, социально-эмоциональная компетенция, высшее образование, воспитание.

INTRODUCTION

In modern education, the aim is not limited to transferring knowledge; it also involves fostering the holistic development of the individual. Globalization, technological progress, economic competition, and social transformations significantly influence human relations. In this context, humanism – encompassing values such as respect for the rights and freedoms of others, empathy, willingness to help, and tolerance – plays a crucial role in the education system [1].

The student years represent a formative period for shaping one's worldview and social stance. For this reason, the cultivation of humanistic qualities in higher education institutions is an urgent pedagogical priority. The Presidential Decree of the Republic of Uzbekistan "On Additional Measures to Further Improve the Education and Training System" (PQ-4884) identifies the development of high moral qualities, including humanism, as a priority of state policy [2].

However, practice shows that certain students still exhibit insufficient levels of empathy, tolerance, and social responsibility, which may result in strained social relations, reduced cooperation, and increased individualism. International experience underscores the importance of humanism in education. UNESCO's *Global Citizenship Education* (GCE) framework identifies humanism and social-emotional competencies as key learning outcomes for the 21st century [3].

Therefore, the higher education system of Uzbekistan must integrate modern pedagogical technologies, training sessions, service-learning, and interactive methods into the curriculum to cultivate humanism.

Research aim: To provide a scientific rationale for developing humanistic qualities in students and identify effective methods for fostering them in the pedagogical process.

Objectives:

1. Determine the role and significance of humanism in modern education.
2. Analyze local and foreign scholarly approaches to developing humanism in students.
3. Propose practical recommendations for fostering humanism based on research findings.

LITERATURE REVIEW AND METHODS

Studies show that the development of humanism requires a comprehensive, multi-factor approach. Humanism is viewed not only as a personal virtue but also as a foundation for social stability and collective well-being [4].

M. Nussbaum (2011), in *Creating Capabilities*, presents humanism as central to modern education, stressing the need to prepare students not only as economically productive workers but also as socially responsible citizens [5]. The OECD Education 2030 Framework includes humanism, empathy, and social solidarity among core 21st-century competencies [6].

Among Uzbek scholars, B. Umarov (2022) examined the pedagogical foundations of developing humanism in higher education, emphasizing the role of moral-educational events and student participation in social projects [7]. D. Mirzakhoyeva (2021) explored the impact of family environment and social networks on developing students' social activity and humanistic qualities [8].

International programs, such as the International Committee of the Red Cross's *Exploring Humanitarian Law* (EHL), have proven highly effective in cultivating humanistic values [9].

Research methods applied:

1. **Literature review** – analysis of academic publications, policy documents, and international reports.

2. **Survey** – anonymous questionnaire on the “Level of Humanism” conducted among 150 students at Namangan State University.
3. **Comparative analysis** – contrasting approaches to humanism in Uzbekistan and abroad.
4. **Statistical analysis** – processing survey data in Excel and SPSS.
5. **Visualization** – presenting results in tables and charts.

Table 1. Summary of research methods

№	Method name	Purpose	Form of result
1.	Literature review	Create scientific basis and theoretical framework	Analytical information
2.	Survey	Determine students' level of humanism	Percentages and diagrams
3.	Comparative analysis	Compare local and foreign experiences	Table and textual analysis
4.	Statistical analysis	Summarize numerical results	Tables and graphs

RESULTS AND DISCUSSION

Within the framework of the study, an anonymous survey aimed at assessing humanistic qualities was conducted among 150 students of a higher education institution. The questions were designed to identify students' levels of empathy, tolerance, willingness to provide social assistance, and inclination to resolve conflicts peacefully.

The survey results showed that 62% of students consider themselves to be humane individuals, while 28% admitted they were unsure how to act in complex social situations. The remaining 10% acknowledged that they do not sufficiently demonstrate humanistic qualities in their daily lives.

Table 2. Indicators of humanism among students (n=150)

№	Indicators	High level (%)	Medium level (%)	Low level (%)
1.	Empathy (understanding others' emotions)	54	34	12
2.	Tolerance	49	38	13
3.	Willingness to provide help	61	29	10
4.	Ability to resolve conflicts peacefully	58	30	12

The analysis of the results shows that although the indicators for individual components of humanism are relatively high, the share of students at the medium level is also significant. This indicates that systematic efforts to develop these qualities in the educational process are still insufficient.

A comparison with international experience reveals that in higher education systems in Finland and Canada, special *service learning* programs aimed at developing students' humanistic competencies have been implemented. These programs actively engage students in social

projects, volunteer work, and intercultural dialogue. As a result, the level of empathy among students has been found to increase by 10–15% [10].

In Uzbekistan, efforts to involve students in social projects have intensified in recent years; however, such activities often remain one-off events. To ensure the sustainable development of humanistic qualities, a continuous and step-by-step approach is required within the educational process.

The main problems identified during the discussion were:

1. Lack of methodological materials on developing humanism in the educational process.
2. Insufficient involvement of students in practical humanistic activities.
3. Absence of clear assessment criteria for personal qualities such as humanism in the evaluation system.

Therefore, one of the recommended approaches for higher education institutions is to integrate the development of humanism into curricula, social service activities, and cultural events.

CONCLUSION

The conducted research has shown that fostering humanism among students is not only a means of enhancing personal qualities but also one of the key factors in ensuring social stability and solidarity within society. While the survey results indicated that specific components of humanism — empathy, tolerance, willingness to help, and the ability to resolve conflicts peacefully — are sufficiently developed among students, a significant proportion still demonstrate medium or low levels.

The analysis revealed that in the current educational process, educational activities related to humanism either receive insufficient attention or are implemented without proper systematization. This hinders the sustainable development of such qualities among students.

International experience, particularly the “service learning” programs applied in the higher education systems of Finland and Canada, has proven to be effective in enhancing humanistic competencies. Therefore, it is advisable to widely introduce such integrative approaches in higher education institutions in Uzbekistan.

Based on the research results, the following recommendations are proposed:

1. Develop special methodological guidelines for fostering humanism in higher education institutions.
2. Continuously involve students in social service and volunteer activities.
3. Introduce criteria for assessing personal qualities, including humanism, into the evaluation system.
4. Implement comprehensive pedagogical strategies that integrate both local and international experiences.

Thus, a scientifically grounded approach to developing humanism among students will significantly contribute not only to personal development but also to the overall social progress.

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