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THE ROLE OF SOCIAL SCIENCES IN SHAPING THE WORLDVIEW OF YOUTH

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Abstract

This article analyzes the role of social sciences in the process of shaping the worldview of young people. The study examines the functions of disciplines such as philosophy, history, law, sociology, and religious studies in the development of youth's intellectual, moral, and civic positions. The influence of an integrative educational approach on young people's thinking, the formation of a holistic system of knowledge, and the development of conscious decision-making in real-life situations are explained. The article is based on theoretical analysis, comparative approaches, and real-life examples, providing a comprehensive discussion of the importance of social sciences in modern education.

Keywords

social sciences, youth worldview, integrative approach, philosophy, sociology, history, moral decision-making, civic position, critical thinking, educational process

Introduction

The worldview of young people determines the current state and future prospects of any society. How an individual perceives the world, understands their place in society, and evaluates values is directly related to their worldview. A worldview does not form randomly. It gradually develops under the influence of family upbringing, school and higher education, religious and cultural environments, mass media, and, importantly, social sciences.

In today's era of globalization, young people live amid a vast flow of ideas, perspectives, and information. The Internet, social networks, advertising, films, and television series directly influence their consciousness. Not all of these influences are positive. Under such conditions, the role of social sciences becomes increasingly important, as they not only provide information but also teach young people how to organize, evaluate, select, and responsibly engage with acquired knowledge.

The main purpose of this article is to analyze the role and significance of social sciences in shaping the worldview of youth. It also aims to demonstrate how social sciences taught through an integrative approach influence students' knowledge, values, and life choices. The article combines theoretical perspectives with real-life examples, making the topic clearer and more relevant to practical experience.

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Literature Review

The concept of worldview has been discussed in philosophical literature since ancient times. Ancient Greek philosophers such as Plato and Aristotle explored how individuals should understand existence, goodness, and justice. In their works, politics, ethics, art, and education were interpreted as interconnected phenomena. This approach represents one of the earliest forms of interdisciplinary integration.

Eastern thinkers, including Al-Farabi, Ibn Sina (Avicenna), Al-Ghazali, and Al-Biruni, also emphasized the unity of knowledge and the interconnection of sciences. In *The Virtuous City*, Al-Farabi argued that true happiness can be achieved only through the harmony of knowledge, morality, and justice. He emphasized that all knowledge should serve human perfection. These ideas can be considered philosophical foundations of modern interdisciplinary integration in social sciences.

In the modern era, sociologists such as Auguste Comte, Émile Durkheim, and Max Weber viewed society as a complex system and analyzed the interdependence of social sciences. Comte proposed the concept of "social physics," arguing that society should be studied as a system governed by general laws, similar to nature. Durkheim regarded education as one of the main institutions of socialization, through which shared values, norms, and social cohesion are formed.

In the twentieth century, John Dewey promoted the idea of connecting education with real life. According to him, education should not be detached from lived experience; students should encounter real-life situations and analyze problems from multiple disciplinary perspectives. These ideas form the pedagogical foundation of today's integrative approach. Contemporary research widely employs concepts such as "integrated curriculum," "interdisciplinary teaching," and "phenomenon-based learning."

Psychological interpretations of worldview have also been widely studied. Some scholars define worldview as a system of fundamental assumptions about the world and oneself, which influences emotions, thinking, decisions, and behavior. Researchers distinguish between individual and social levels of worldview: the individual level is shaped by personal experience and family upbringing, while the social level is influenced by national culture, religion, history, and political systems.

Uzbek and Russian academic literature extensively discusses the role of social sciences in education, their impact on shaping youth consciousness, and the development of scientific worldview and civic positions. Local scholars emphasize that social sciences should not be taught as isolated disciplines but as an integrated system shaping worldview.

In international scholarship, Edgar Morin developed the theory of "complex thinking," arguing that excessive fragmentation of knowledge leads to fragmented consciousness, while genuine knowledge must be interconnected and holistic. This perspective strengthens the epistemological foundation of interdisciplinary integration. Overall, the literature review demonstrates that the role of social sciences in shaping youth worldview is both theoretically and practically significant.

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Research Methodology

This article is theoretical and analytical in nature; therefore, the methodology is based primarily on theoretical approaches. First, philosophical and sociological analysis is used to clarify the concepts of social sciences, worldview, integrative education, and personal development. Existing theoretical literature, monographs, scientific articles, and textbooks are analyzed.

Second, a comparative analysis method is applied by comparing approaches of different authors and educational systems. For example, experiences of integrative teaching of social sciences in countries such as Finland and Japan are compared with processes in Uzbekistan's higher education system to identify common principles, similarities, and differences.

Third, a conceptual modeling method is employed to theoretically illustrate the role and functions of social sciences in shaping youth worldview. The model presents educational content, pedagogical methods, integrative approaches, personal experience, and social factors as an interconnected system.

Fourth, the analysis of real-life examples is used to demonstrate the influence of social sciences on students' thinking. Such examples make theoretical ideas more vivid and understandable.

The article does not present empirical statistical data, surveys, or experimental results. However, the theoretical findings are consistent with contemporary pedagogical and sociological research and aim to provide a theoretical basis for practical recommendations.

Results and Discussion

The findings indicate that social sciences perform several interconnected functions in shaping the worldview of youth. These functions operate not separately but as a unified system within the educational process.

First, social sciences help young people answer the question "What is the world like?" History enables students to study different societies, periods of war and peace, reforms and revolutions, achievements and tragedies, teaching them to learn from past mistakes and value progressive experiences. Philosophy encourages reflection on the meaning of life, justice, freedom, and duty. Sociology explains social structures, institutions, and relationships. Law clarifies individual rights and responsibilities, while religious studies illuminate issues of faith and spirituality. Together, these disciplines provide a comprehensive understanding of the world.

Second, social sciences help answer the question "Who am I?" Youth often experience periods of self-searching, uncertainty, or dissatisfaction. Through social science education, students learn to perceive themselves as valuable individuals, understand their social responsibility, and gain confidence. Studying national history and exemplary figures can inspire belief in one's own potential, while philosophical discussions on human dignity and responsibility foster accountability for one's life choices.

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Third, social sciences influence moral decision-making. For instance, when facing the temptation to cheat on an exam, students exposed to historical lessons on injustice, legal principles of accountability, and philosophical discussions of conscience and honesty are more likely to make ethical choices. Such decisions reflect a moral worldview shaped by social sciences.

Fourth, social sciences develop critical thinking. In an era of misinformation and manipulation, students trained to evaluate sources, distinguish facts from opinions, and consider multiple perspectives are better equipped to process information consciously. This indicates the formation of a scientific worldview.

Fifth, social sciences play a crucial role in integrative education. When taught in isolation, they may lead to fragmented understanding. However, integrative teaching allows students to explore concepts such as “freedom” from historical, legal, philosophical, and religious perspectives, resulting in a multidimensional understanding.

An illustrative example is environmental education. In a university project on urban waste, engineering students develop recycling technologies, sociology students study public attitudes, law students analyze environmental legislation, cultural studies students explore environmental culture, and religious studies students discuss moral responsibility. This integrative approach helps students view environmental issues as social, ethical, and cultural phenomena rather than purely technical problems.

Overall, the discussion shows that social sciences influence youth worldview at three levels: cognitive (knowledge), axiological (values), and behavioral (decision-making). Therefore, social sciences should be regarded as the core of the educational system.

Conclusion

The analysis demonstrates that social sciences occupy a central position in shaping the worldview of youth. These disciplines systematize knowledge about humans and society and present it within historical, philosophical, legal, religious, and cultural contexts. Social sciences not only explain the world but also help students understand themselves, find their place in society, and become responsible citizens.

As shown in the article, social sciences expand world understanding, support ethical decision-making, develop critical thinking, strengthen civic positions, and serve as a bridge between disciplines and life experience. Integrative teaching transforms fragmented thinking into a holistic worldview.

From a practical perspective, social science educators should go beyond delivering information and actively use real-life examples, problem-based learning, projects, debates, and discussions. Worldview is shaped not only by listening but by thinking, questioning, debating, and acting. When social sciences are taught in a systematic, integrative, and life-oriented manner, the intellectual, moral, and civic dimensions of youth worldview develop harmoniously, providing a solid foundation for social stability, moral capacity, and future development.

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