

CHARACTERISTICS OF EDUCATION OF THE YOUNG GENERATION IN AN INFORMED SOCIETY

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Annotation

The article discusses the specifics of our time, the rapid pace of information exchange and the need to approach the education of young people in this process, taking into account the specifics of the time. It is scientifically based on the fact that the education of young people requires such competencies as media literacy, independent thinking (critical analysis), leadership, eco-culture, adaptability to social change.

It is known that until our recent history, certain types of information were transmitted from one address to another by means of couriers, birds, caravans. These carriers spent hours, days, or even months delivering the information to their destination.

Keywords: information, media literacy, independent thinking (critical analysis), leadership, eco-culture, flexibility to social change.

Introduction

From the middle of the twentieth century, information began to be transmitted through information and communication technologies (ICT). Today, the telephone, telegraph, radio, television, and the Internet have risen from a single country to a planetary status. As a result, technologies such as satellite telephony, satellite radio television, and the Internet, which is a global spider's web, have emerged. At present, this information is transmitted from one address to another in 0.6 seconds via communication technologies.

It should be noted that today's technology is working inversely proportional to its upbringing, despite the fact that it bends the physical and intellectual burden of humanity. That is, as scientific and technical progress, the flow of information accelerates, so do the problems associated with the education of the younger generation. These include "popular culture"; "Cosmopolitanism" (the idea of "world citizen" or "statelessness"); "Ludomania" ("gambling", telephone, computer, Internet gaming disease or "disease of the century"); missionary, proselytism; nihilism (disregard for customs, traditions and values, denial of them); starism (blind imitation of the stars); vandalism (destruction of cultural and material monuments); immorality (prostitution, promiscuity, same-sex marriage); such as hepping (wild entertainment).

It should be noted that the above educational problems are superstructure problems, and when they are analyzed, it becomes clear that under these problems there are basic - methodological problems. Among these methodological problems is the violation of the principle of periodicity in the theory and practice of education. This problem stems from the neglect of the principle of periodicity in the theory and practice of education.

It should be noted that upbringing will have its time. Muhammad (peace and blessings of Allaah

be upon him) said: "Educate your children, for they were born for a time that is not yours." Professor M.Kuronov also touched upon the issues of upbringing and time, "Zamon. The XXI century puts before us educational tasks and requirements that our ancestors did not face before. If we live without knowing the requirements of the times and repeat what our ancestors knew, our upbringing will lag behind the times. "

Indeed, education is not a specific subject, but a process. It is known that any process is inextricably linked with this time. In this regard, in order to properly organize the educational process, first of all, it is necessary to properly assess the time, the period.

It should be noted that, according to anthropologists, the appearance of man has not changed for the next 40,000 years. Now, "the biological evolution of man is over. However, its spiritual evolution is infinite. Now upbringing will change a person, raising him to new heights of maturity".

To do this, first of all, the process of upbringing itself must change. This is because the theory and practice of upbringing cannot remain in the mold of the old period in terms of content and form and produce a generation that is suitable for the new era. Accordingly, it is necessary to improve the methodology of education, on the basis of which all the subjects that serve the educational process and the basis of educational work in accordance with the requirements of the XXI century.

In the light of today's requirements, we believe that the younger generation needs to develop the skills necessary to live in the modern world - the skills of the XXI century.

A person will need a lot of skills and abilities throughout his life. These skills and competencies are formed under the influence of the family, preschools, general secondary schools, higher education and other social institutions. However, at the same time, analysis and social life show that young people lack some of the skills needed for school period and subsequent social life. This conclusion is based on the results of research on education. According to the results of the study, respondents (14-year-old students of 7th grade) were not able to comment on the negative or positive information received on "Media Literacy", use mobile devices, computer programs without knowing its essence. , lack of skills in watching entertainment programs, analyzing the information they receive outside of school and family;

Students' inability to interpret the concept of "independent thinking (critical analysis)", superficiality and critical analysis of the task, avoid responsibility when it is necessary to express independent opinion, and expect help from others;

Lack of a clear vision of "leadership", incomplete development of self-management skills in relation to age (14 years), hesitation, surprise, strong hesitation in influencing peers, difficulty in expressing goals, lack of responsibility in the process of collective management;

Inability to express the concept of "eco-culture", daily nature conservation activities: lack of skills related to keeping the classroom clean, not littering the school yard, keeping public areas - toilets and school kitchens clean;

On the basis of "resilience to social change" they believe that the social environment in the village will not change, they do not realize that in the future a new social environment - urban, foreign, they think on the basis of stereotypes formed in their territory, they are a new generation. were found to be insensitive.

The main problem is the lack of these skills in students, but an even bigger problem is that the

skills of the XXI century are not reflected in the subjects of education.

Today, it would be expedient to include in the content of 7th grade educational lessons, including educational subjects, aimed at developing the skills necessary for students to live in the current turbulent times.

In our opinion, the theory and practice of 7th grade education as skills necessary for the young generation to live in the XXI century:

- Media literacy;
- Independent thinking (critical analysis);
- Leadership;
- Eco-culture;
- There is an opportunity to incorporate topics and techniques that shape skills such as resilience to social change.

In conclusion, the science of education should not remain as fundamental and unchanging as other sciences (mathematics, physics, chemistry, mother tongue and literature), but should be enriched with solutions to the problems of human education in its time and in the near future. Ibn Khaldun, a geographer and traveler who lived more than seven centuries ago, said: "Know that the state goes through different stages and situations. At each stage, its population is distinguished by unique features not encountered in the stages that have become different. Because characteristics and traditions emerge under the influence of the environment that surrounds a person."

Accordingly, the theory and practice of educational science should be approached from this point of view in order to prevent the violation of the principle of periodicity in the theory and practice of education. This allows us to nurture a generation that is fit for the new era with new educational approaches.

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