

ACTUALIZATION OF EDUCATION IN THE CONDITIONS OF SOCIAL AND ECONOMIC DEVELOPMENT OF NEW UZBEKISTAN

Usmanova Azizakhon Abdullajonovna

Branch of the Russian State University of Oil and Gas (NRU) named after
I. M. Gubkin in Tashkent, PhD in Psychology, docent, Head of the Department
of Social and Humanitarian Disciplines

E-mail: Aziza-64@mail.ru

ABSTRACT

The work focuses on the conditions for stimulating the economy in order to expand the boundaries of business activity of the population, especially young people, to achieve the principles of competitiveness and the demand for specialists in the labor market. It has been proved that the level of education of the population, its mobile susceptibility to critical comprehension and self-motivation are the favorable criteria for social and economic achievements. State regulatory standards are given that ensure a high-quality level of the educational sphere in New Uzbekistan, positive guidelines for modern forms, types, technologies, innovations of education in the country.

Keywords: innovative technologies, modular education, sustainable development, socio-economic development.

INTRODUCTION

In New Uzbekistan, deep structural transformations have begun in all spheres of life. Achieving these goals is possible through accelerated reforms based on science, education and innovation. To do this, first of all, it is necessary to educate cadres of a new formation, who are the initiators of reforms, who have a strategic vision, deep knowledge and high qualifications. As President Shavkat Mirziyoyev noted, “Improving the quality of education is the only right way to develop New Uzbekistan. As the great poet and thinker Yusuf Khas Hajib said, “Where there is intelligence, there is greatness, By gaining knowledge, you will gain glory”. To achieve these goals, it is necessary to continue the reforms we have started in this area, to meet more with teachers and mentors, to solve existing problems together, to contribute to the implementation of their ideas to improve the quality of the educational process” [1].

In this regard, the 70th UN General Assembly adopted the 2030 Agenda for Sustainable Development within the framework of the Summit, which included 17 new global Sustainable Development Goals (SDGs). According to the UN leaders, the adoption of the official document “Transforming Our World: The 2030 Agenda for

Sustainable Development” [2] marks a new historical stage in the transition to SD for the entire world community.

METHODS

The methodical approach to the Goals aims to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. Their implementation implies the creation of opportunities for the population, especially young people, in decent employment, attracting investment for high-quality jobs in the regions. Ensuring sustainable economic growth of society provides for the creation of conditions for stimulating the economy without harm to the environment, the expansion of centers of business activity of young people, which can prove their strength and competitiveness in the international market, as well as the development of human capital.

It became obvious that a new model of civilizational development of the third millennium could be formed only with the help of its most important subsystem – education. This points to the “historical synchronicity” of the beginning of the transition to the implementation of education for sustainable development (ESD). This context is considered from the perspective of the systemic interconnection of the economy, ecology and social sphere (“stable triad”). These are the priority areas that were chosen in the development of the SD concept, although it is clear that there are many more of these priorities and they are changing over time.

The “Information Note on the World Conference on Education for Sustainable Development 2014” noted that education for sustainable development (ESD) enables young people to acquire the values, competencies, skills and knowledge needed to build a sustainable future. ESD involves the integration of such education, the widespread use of facilitative skills and methods of learning and teaching that will be aimed at developing critical thinking and self-motivation to carry out life activities in the interests of a sustainable economic future [3].

The signing of the Pledge to Promote Teaching Methods that Help Young People Acquire the Knowledge, Skills and Abilities Needed to Create More Sustainable Economic Growth Stimulates research in this area and extends to all universities around the world. It is understandable that a “sustainable education movement” can accelerate and expand economic well-being.

RESULTS

Education is a key tool for Uzbekistan’s transition to sustainable development, ensuring the formation of knowledge, skills, attitudes and values necessary for citizens to actively participate in the socio-economic life of the country.

The system of continuous education within the framework of sustainable development in Uzbekistan is carried out in accordance with the Development Strategy

of New Uzbekistan for 2022-2026, the Resolutions of the President of the Republic of Uzbekistan Shavkat Mirziyoyev “On measures for the further development of the higher education system”(2017), “On measures to further expand the participation of industries and sectors of the economy in improving the quality of training of specialists with higher education”(2017), “On additional measures to improve the quality of education in higher education institutions and ensuring their active participation in the large-scale reforms being implemented in the country”(2018), etc.

At the same time, the measures taken to implement the Strategy of the United Nations Economic Commission for Europe (UNECE) on Education for Sustainable Development (2005), the introduction of new programs and the consistent improvement of the level of environmental knowledge of the population, especially young people, at all stages of the educational process in Uzbekistan (2018) do not lose their relevance [4].

At present, the Concept on ESD is being implemented in the system of formal (taking into account state educational standards) and non-formal (on the basis of out-of-school, optional and additional classes) education, on the basis of action plans on ESD under the Ministries of Popular, Higher and Secondary Special Education of the Republic of Uzbekistan, in order to implement the National Program for Personnel Training, through the integration of ESD into curricula and courses as an independent educational program. discipline and integrated into other traditional academic disciplines [5]. As President Shavkat Mirziyoyev noted, “The desire to master modern knowledge, be enlightened and have high culture should become a vital need for all of us. In order to achieve sustainable development, we must have a deep grasp of digital knowledge and information technology, which will enable us to take the shortest path to achieving comprehensive progress” [6].

DISCUSSION

According to the scholars, the ways of establishing a model of education for sustainable development are important for discussion. In this case, ESD acts as a model of advanced education. It is clear that modern education cannot become ESD in a very short period of time, but in principle it is clear that in the temporal dimension it must appear earlier than SD itself on a global scale. After all, as noted in the UNECE document “Learning for the Future”: “education has an important role to play in enabling people to live together in a way that contributes to economic stability in society”[7].

At present, however, education often contributes to unsustainable lifestyles. This can happen as a result of the lack of opportunity for young people to critically analyze their way of life, the system of socio-economic development of the country, as a result of the reproduction of unstable models of practice. Consequently, in order to adjust the

development process, it is necessary to reorient education towards sustainable economic development, taking into account the application of modern innovative approaches [8, p. 2].

After all, ESD is the main mechanism for the transition to SD and thus it as a global process should be ahead of the formation of a sustainable future in its “full format”. This temporal feature of ESD was recognized as its futurization, i.e. a shift of emphasis to the study and modeling of the future. And it is clear why: the SD model is still mainly a normative forecast that has yet to be implemented. Therefore, along with other characteristics of ESD, as a feature that distinguishes the new form (model) of education from the modern one (it can also be called traditional), the anticipatory mechanism for the development of the educational process is singled out. The anticipatory mechanism that futurizes education consists of the inclusion of the problem of the economic future in the subject content of education in the interests of SD, as well as much more accelerated (in comparison with other types of human “material” activity) development. That is why UNESCO believes that education for sustainable development is a process of learning what goals and objectives to set, how to justify one’s own innovative developments, to make profitable decisions necessary to ensure the long-term future of the economy, the environment and the equality of all communities. The development of future-oriented thinking and the introduction of innovations is a key task of education for SD.

In this regard, in Uzbekistan, within the framework of accelerated education for youth, the innovative nature of pedagogical educational technologies is becoming the most important tool in its competition with other social institutions. In the current socio-economic situation, not only the content, but also the forms and technologies of education are important for creating a positive orientation of young people towards education [9].

The development of new methods and channels of education is becoming an urgent necessity. Improving the quality, accessibility, and effectiveness of education, its continuous and innovative nature, the growth of social mobility and activity of young people, their involvement in various educational environments make the education system an important factor in ensuring the national security of Uzbekistan [10]. This makes it possible to find oneself in the socio-economic sphere of activity, master a profession, achieve career growth, and start one’s own business thanks to the embodiment of entrepreneurship, initiative and creativity of one’s own business plans. This is a great merit of teachers, who, with their selfless work, contribute to the development of education in the country. As the President of the country noted, “... The most difficult task, which requires a lot of work and responsibility, is to train innovative, creative teachers and mentors who teach their students based on the highest

standards. From this point of view, a modern teacher should be a universal specialist, not only to teach, but also to learn at the same time, that is, to constantly work on himself, to improve his knowledge” [11].

In the process of introducing innovative pedagogical technologies, the leading one is the modular system of education, aimed at the formation of joint creative professional activities of students, the development of independent thinking of students, the ability to make optimal decisions in practice.

The use of a modular approach in universities will allow students to acquire the following important competencies: operational – to work independently with information, to master the interactive properties of a computer with a high indicator of motivation and activity for the educational process; cognitive – to form and organize the relationship between knowledge and skills. The student acquires the skills of reflection and self-analysis of the work performed; communicative – to form communication skills; Self-education (self-improvement and development) is the acquisition of independent experience to analyze educational material and one’s own activities in relation to the educational process as a whole.

CONCLUSION

Thus, the use of modern innovative pedagogical technologies in the educational process is a necessary condition for ensuring a high level of intellectual, personal and spiritual development of young people, mastering the skills of the scientific style of cognition, mastering the methodology of innovations in the professional sphere, forming a stable interest in the chosen profession and innovative areas. Innovation in education can be an important anticipatory “economic catalyst” for the future. Moreover, without a specially organized education and enlightenment, humanity, including the younger generation in principle, will not be able to move to sustainable socio-economic development, master the information world and the values of the civilizational process.

REFERENCES:

1. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis, 2022. Reviewed from // URL: <https://president.uz/ru/lists/view/5774>.
2. Transforming Our World: The 2030 Agenda for Sustainable Development. -P.22. Reviewed from // URL: <https://sustainabledevelopment.un.org/post2015>.
3. See: Information note on the World Conference on Education for Sustainable Development in 2014. - P.2-3. Reviewed from // URL: <http://www.geogr.msu.ru/science/projects/our/docs/index.php>.

4. See: Tashkent Resolution of the Participants of the International Conference «Joint Actions to Mitigate the Consequences of the Aral Sea Disaster: New Approaches, Innovative Solutions, Investments», June 7-8, 2018.
5. Uzbekistan is on the way to sustainable development. National communication of 19.01.2017. Reviewed from <http://nethash.ru/uzbekistan-na-puti-k-ustojchivomurazvitiyu-nacionalenoe-soobs.html>.
6. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis, 2020. Reviewed from // URL: <https://president.uz/ru/lists/view/4057>.
7. Ursul A.D., Ursul T.A. Global Revolutions in Science and Education // Politics and Society. - 2015. - 6. - P. 734 - 754. DOI: 10.7256/1812-8696.2015.6.15353.
8. Ursul A.D. From Modernization to Futurization of Education: Innovative Advanced Processes in the Interests of Sustainable Development // Security of Eurasia. 2008. №3. - P.2.
9. Nurmuradova Sh.I. Innovative Pedagogical Technologies in the Training of Specialists by Universities // Interdisciplinary research in science and education. – 2019. – № 3H. Reviewed from <http://mino.esrae.ru/171-1413>.
10. Decree of the President of the Republic of Uzbekistan «On additional measures to improve the quality of education in higher educational institutions and ensure their active participation in the large-scale reforms being implemented in the country», June 5, 2018, № IIII-3775.
11. Festive congratulation of the President of Uzbekistan Shavkat Mirziyoyev to teachers and mentors of Uzbekistan on Teacher’s Day on September 29, 2019. Reviewed from <https://www.togri.uz/ru/politika/prezident-pozdravil-uchitelei-i-nastavnikov-20501>.