



DEVELOPMENT OF YOUNG GENERATION EDUCATION AS A PEDAGOGICAL PROBLEM.

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Annotation: Our article highlights the aspects of developing the education of the young generation as a pedagogical problem, and at the same time, it is written step by step that it allows to define professional and creative abilities as follows. In particular, it describes the professional and creative abilities of a student of a higher educational institution and their level of compatibility. The desire to seek an unconventional direction in the chosen field, which allows correct and consistent mastering of theoretical developments and innovative practical solutions, encourages personal qualities and characteristics depending on a certain form of creative activity and the level of its effectiveness. This becomes an integral part of pedagogical activity.

Key words: pedagogical problem, professional and creative abilities, creative activity, theoretical developments, pedagogical activity

INTRODUCTION

Every aspect of human life is preparing to move into a new phase when millennia and civilizations collide. We stress how the current higher pedagogical education system has to reform in the area of student professional training. The pedagogical culture of youth and their proficiency with educational technology are among the primary concerns in this preparation, and the development of professional and pedagogical skills as well as the creative abilities of the student are key factors in finding solutions.

The recently amended Law "On Education," the Law "On Higher and Post-Higher Education," the "State Educational Standards of Basic General Education," and presidential decrees are some of the primary legal documents in our nation that set the legal framework for the operation of the educational system [1, 2, 3, 4, 5, 6, 7, 8]. Determining the state education system's development strategy is the main goal of these publications. Organizing the educational process in a higher education institution in compliance with legal standards is the goal of employing basic state documents in the sphere of teacher professional development.

The recently updated Law of the Republic of Uzbekistan "On Education" lays out the fundamental guidelines and precepts that serve as the foundation for the implementation plan and tactics of the legislatively reinforced concepts for the advancement of education in Uzbekistan [2].

The "external" socio-pedagogical conditions of the educational system's development and the "internal" pedagogical conditions of its living activity are provided by these regulations, which simultaneously target society, the educational system, and the individual. The humanitarian nature of education, the importance of universal ideals, the unrestricted

growth of the person, the accessibility of education to everyone, its transparency, and the all-encompassing safety of the education consumer all apply to them.

MAIN PART

Globally, scientific research has been conducted on the issue of professional skills. According to several writers (such as V.A. Krutetsky, E.G. Balbasova, S.L. Rubinshtein, and others), "abilities" are personal mental attributes connected to education that enable an individual to complete a variety of tasks [11;12].

A contrasting perspective is offered by the works of V.N. Myasishchev and K.K. Platonov, who characterize skills using the term "personality qualities" and include worldview, morality, and motivational personality qualities along with a list of components [13;14].

In our article, the first and second points of view are summarized, which allowed us to define professional-creative abilities as follows: professional-creative abilities of a student of a higher education institution are relevant, describing the degree of their compatibility with the requirements of a certain form of professional-creative activity and depending on the level of its effectiveness is understood as a set of personal qualities and characteristics that allow appropriate and consistent assimilation of theoretical developments and innovative practical solutions, encourage to seek one's unconventional direction in the chosen field of pedagogical activity.

"Pedagogical skills" refers to the "ability to work with children, love for children, and personal qualities expressed in enjoying communication with them" that we have defined and introduced. These are the special professional skills that are frequently found in various literatures and are necessary for practical pedagogical activity is far more limited than the established notion of professional-creative ability.

The broad and significant qualities of particular professional objects, events, and processes as a whole are expressed in the professional concept, according to Sh. U. Kasimov. Additionally, he separated professional ideas into four categories: general, specialized, tangible, and abstract. A group of similar professional items, occasions, and procedures that go by the same name are referred to as general professional notions. They're called "professional terms" at times. Private professional notions represent just the uniqueness of a single professional object, event, or process. Private professional conceptions have unique names that cannot be divorced from them and are never reproduced elsewhere. Particular professional items and occurrences are reflected in particular professional conceptions. Abstract professional concepts express the signs and characteristics of professional objects and events through thinking [10;40-41].

Realizing that a person needs to be interested in and benefit from their vocation for the sake of society, his/her parents, and himself is one of the most crucial tasks.

These placed a great deal of responsibility on the shoulders of the they:

selecting a career path that will benefit him/her;

learning a great deal about the field; becoming an expert in it;

being creative in one's line of work;

being industrious, capable of organizing him/her workload, and aware of the ethics of the field;

attempting to raise his offspring;

bringing honor to the community and honorable parents;

to produce apprentices who will finish their careers and drop out of school if they need to retire in the future; establishing the industry as one that supports itself and the future.

These assignments are thought to be the most crucial ones for staff members who have mastered their craft and have a fresh appearance [8;40].

The development of abilities in the young generation is indeed a critical pedagogical concern. Pedagogy, or the science of teaching, focuses on understanding how students learn and how educators can facilitate their development. When it comes to abilities, educators are interested in fostering a wide range of skills and competencies in young learners. This includes cognitive abilities such as critical thinking, problem-solving, and creativity, as well as social and emotional abilities such as communication, empathy, and resilience.

To address this pedagogical problem, educators and researchers often draw on various theories and approaches. For instance, cognitive development theories, like those proposed by Piaget and Vygotsky, provide insights into how children acquire and develop cognitive abilities. These theories emphasize the role of social interaction, cultural context, and individual exploration in shaping cognitive abilities. By understanding these theories, educators can design learning experiences that support cognitive growth in young learners.

Furthermore, the development of abilities in the young generation also involves addressing social and emotional factors. Social learning theories, such as those presented by Bandura, highlight the influence of modeling and reinforcement in the development of social and emotional abilities. Educators can use these insights to create a supportive and inclusive classroom environment that encourages positive social interactions and emotional regulation.

Additionally, the pedagogical problem of developing abilities in the young generation requires consideration of individual differences among learners. This involves understanding factors such as learning styles, interests, and developmental readiness. By recognizing and respecting these differences, educators can tailor their instructional strategies to meet the diverse needs of their students, thus promoting the development of a wide range of abilities across the young generation.

Practical pedagogical approaches to developing abilities in the young generation include the use of differentiated instruction, project-based learning, and social-emotional learning programs. Differentiated instruction involves adjusting teaching methods and materials to meet the individual needs of students, allowing them to develop their abilities at their own pace. Project-based learning provides opportunities for students to engage in hands-on, collaborative projects that foster critical thinking, creativity, and problem-solving skills. Social-emotional learning programs offer explicit instruction in skills such as self-awareness, social awareness, and responsible decision-making, supporting the holistic development of young learners.

In addition to these approaches, the integration of technology in education has also become a significant factor in addressing the pedagogical problem of developing abilities in the young generation. Digital tools and resources can provide opportunities for personalized learning, facilitate the development of digital literacy, and support the acquisition of 21st-century skills such as information literacy, communication, and digital citizenship.

Moreover, the development of abilities in the young generation also requires a focus on assessment and feedback. Formative assessment practices, such as providing constructive feedback and encouraging self-assessment, can support students in understanding their

strengths and areas for growth. By using assessment as a tool for learning, educators can help students to develop a growth mindset and take ownership of their own development, thus fostering the development of abilities in the young generation.

Ultimately, the pedagogical problem of developing abilities in the young generation is a multifaceted challenge that requires a comprehensive approach. By drawing on theories of cognitive development, social learning, and individual differences, educators can design learning experiences that support the holistic development of young learners.

CONCLUSION

Examining the problem's current situation is necessary to determine the pedagogical and psychological potential for helping the next generation improve their creative abilities. Additionally, professional aspects and the systematization of creative abilities will lead to improvements in the technology used to build their creative abilities. The ecological model for future generations' creative ability growth will be enhanced through the optimization of professional competence formation procedures about the creative road map. The flexible and invariant didactic functions of teaching professional knowledge serve as the foundation for the development of their creative talents. Based on how creative ability is expressed via a certain technology, these functions are merged. The stages at which young people's creative talents develop are identified, and this leads to the identification of the variables influencing mastery level indicators and development motivation. It is decided that a qualified specialist would operate as an incentive to look for efficient, methodical ways and demonstrate activity in practical usage in the ensuing educational process to support their professional and creative qualities. We concluded that, to properly organize the influence of teachers' driving forces, which supports the success of the development of creative abilities in this direction, organizational and pedagogical conditions for the development of young people's creative abilities should be researched.

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