

EDUCATION OF STUDENTS IN THE CONDITIONS OF THE THIRD RENAISSANCE

S. A. Magyarova,

PhD, Associate Professor of Tashkent State Pedagogical University

Abstract:

The article reveals the role of educating students in a higher pedagogical educational institution.

Keywords: student, teacher, education, cooperation.

Introduction

In our republic, higher pedagogical educational institutions have been tasked with uniting teachers to solve problems in the system of higher education.

It should be emphasized that pedagogical ideas in their development are based on the pedagogical heritage of past years, modern pedagogical research, which enriches pedagogical theories with new ideas, advanced pedagogical experience, which makes it possible to put forward new concepts and theories, to identify certain patterns. We have inherited this significant legacy from previous centuries, when the development of education was associated with a wide range of problem solving and received its name as the era of the first renaissance and the era of the second renaissance. The successes that have been achieved during these periods of educational development have yielded positive results.

After all, modern pedagogy is characterized by the presence of a number of basic paradigms: the paradigm of knowledge, the behavioral paradigm, the technocratic paradigm, the pragmatic paradigm, the humanistic paradigm, the theological paradigm (the development of moral foundations and religious feelings of the individual).

The current society and the prospects for its development require the creation of a new system of education that helps to form in pupils of general education schools and students the ability to projective determination (determination of the perspective of an object, based on data on its representation, configuration, parameters and components inherent in a particular category or sample) of the future and responsibility for it, faith in their professional abilities and in themselves.

The model of interaction within the educational system between teachers includes education management, social design, priority areas for the development of pedagogical science, the development of stages of personality formation for all age groups, specific pedagogical and social goals, technologies and concepts of teaching and upbringing; scientific analysis and assessment of the state of practice, accurate forecasting of pedagogical and socio-economic aspects of education; search for means and ways of individualization and differentiation of educational activities on the basis of the unity of development, training and upbringing;



identification of the prospects of the individual in the educational process (content, goals, methods, organizational forms and means, types of activity); development of methods and methodology of pedagogical research; pedagogical aspects of the humanistic education system; search for the most effective ways to develop the spiritual culture of the individual; development of the concept of education, study of effective ways to optimize and activate the pedagogical process; creation of conditions for improving the effective self-education and self-education of pupils and students; study of psychological and pedagogical problems of students; analyzing, summarizing and disseminating best pedagogical practices, as well as innovative processes.

This means that the mission of the teacher lies in the important role of the personal factor [1], the human component of the process of training such teachers who are in demand for training and upbringing, who, in the context of globalization, will be based on a new type of social relations, including readiness for multilateral cooperation.

The main task in the training of teachers should be focused on which generation will replace the current generation. The events that have taken place in recent decades have allowed us to conclude that we must change the way we think and live, the nature of the relationship between teachers.

Let us name some priority areas in the training of teachers in the context of multidirectional training and upbringing: the formation of communicative competence among students as an important pedagogical task, which has acquired theoretical and practical significance on a local and global scale; ensuring the synthesis of cultures; interaction of modern pedagogical science and ethno-pedagogy, which consists in the cognition of the laws of such a complex social phenomenon as education, its essence and structure, various components, connections and relations; intensive development and implementation of new and improved learning technologies, including digital ones; • Informatization of education that meets the long-term requirements focused on the priority of the personality of the pupil and student; expansion of the creation of joint educational and methodological literature; transformation of education; building friendly relations between students and trainees, which is the driver of the education system.

The practical implementation of these priority areas in pedagogical education is associated with the solution of a number of tasks: fostering in students a sense of peacefulness, acceptance and understanding of other personalities, the ability to interact positively with them; respect for cultural traditions; constructive communication with people regardless of their worldview; pupils and students have a clear civic position, which will help young people to find their place in society, to ensure the progress of society.

After all, only a holistic perception of modern realities, a developed sense of involvement in the fate of the country and the world, expands the framework of students' knowledge of modern problems and accelerates the process of socialization. Since any social problem can be solved only under the influence of the real interest of teachers in the education of the individual and his socialization in the conditions of a multipolar world [2], namely, the globalization of professional activity, the creation of new types of socialization. Hence, the direct task of the teaching staff of universities, as a public institution where moral norms and spiritual culture



are laid, is to develop in pupils and students a sense of responsibility, involvement in the fate of their own and other peoples, to support pupils and students at all stages of their maturation and their introduction to the global educational space; striving to achieve mutual understanding and coordination of motives, attitudes, orientations, using humanitarian opportunities: dialogue, explanation, cooperation.

The leading, system-forming quality of such a person should be his/her culturological worldview, which includes knowledge of one's own culture and the diversity of cultures, knowledge of languages and the ability to apply them in practice, and readiness for cooperation. Thus, in the context of globalization, there is a gradual transition to a new type of social relations, since in society and in the world today it is important to be able to find solutions, make them, and be responsible for one's choices in dialogue with other individuals.

References

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