



PROBLEMS OF PAYING ATTENTION TO PRINCIPLES OF TIME AND SPACE IN THE THEORY AND PRACTICE OF EDUCATION

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A B S T R A C T	K E Y W O R D S
<p>The XXI century is a period of human progress in the field of science and technology, which has reached the highest levels of all times. Many of the tasks that used to be done by human hands are now being accomplished through semi- and fully robotic technology. The article discusses the problems of paying attention to principles of time and space in the theory and practice of education.</p>	<p>Education, time space, modern technologies, popular culture, student activity, generation, destruction of cultural and material monuments.</p>

Introduction

Not only physical functions, but also intellectual loads are being transferred to modern technologies through artificial intelligence. At the same time, today, despite the fact that human beings are burdened with physical and intellectual burdens, it is inversely proportional to their upbringing. In other words, the faster the development of science and technology, the faster the globalization, the more problems with the upbringing of the younger generation. These include "popular culture"; "Cosmopolitanism" (the idea of "world citizen" or "statelessness"); "Gambling addiction" ("gambling", telephone, computer, Internet gambling 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, immorality, same-sex marriages); heppening (savage openings) can be included.

Main Part

It should be noted that the above educational problems are superstructure problems, and when they are analyzed, it becomes clear that there are basic - methodological problems under these problems. These methodological problems include the violation of the periodicity in the theory and practice of education. This problem arises from the fact that the theory and practice of education do not take into account the principle of periodicity.

It should be noted that upbringing is timely. Muhammad (peace and blessings of Allaah be upon him) said: "Educate your children, for they were born for a time that is not yours." [1]

Professor M. Kuronov also touched upon the issues of upbringing and period, "Zamon. In the 21st century, our grandparents are facing unprecedented educational tasks and requirements. If we do not feel the demands of the times and repeat what our grandparents knew, our upbringing will lag behind the times. "

Indeed, education is not a definite subject, but a process. It is known that any process is associated with this time. From this point of view, in order to properly organize the educational process, it is necessary, first of all, to properly assess the time and period.

It should be noted that, according to anthropologists, the appearance of man has not changed for 40,000 years. Now "the biological evolution of man is complete. However, its spiritual evolution is infinite. Now upbringing can change a person, raising him to new heights of maturity" [2, p. 38].

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

A person needs 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, current analysis and social life show that young people lack some of the skills necessary for school and post-social life. This conclusion is based on the results of research on education. According to the results of the research, the respondents (7th grade and 14-year-olds) are not able to comment on the negative or positive nature of the information they receive in the field of "Media Literacy", lack of skills in reading instructional programs, analyzing information received outside of school and family;

Inability of students to explain the concept of "independent thinking (critical analysis)", lack of superficiality and critical analysis of the task, avoidance of responsibility and expectation of help from others when the need for independent thinking;

Lack of a clear vision of leadership, incomplete self-management skills over age (14 years old), lack of self-control in influencing peers;

Not being able to express the concept of "eco-culture", daily behaviors related to nature conservation: cleaning skills in the classroom, not throwing garbage in the school yard, skills related to the cleanliness of public places - toilets and school canteens;

According to the "Adaptability to Social Change", they believe that the social environment in the village will not change, that they do not realize that a new social environment awaits them in the future - the city, the foreign environment. were found to be insensitive.

The main problem is the lack of these skills in students, and an even bigger problem is that the skills of the XXI century are not reflected in the subjects of education.

Today, it is expedient to include in the content of the 7th grade education lesson, including educational subjects, in order to develop the skills necessary for students to live in the current turbulent times.

In our opinion, 7th grade Theory and practice of education are the 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 introduce topics and methods that shape skills such as adaptability to social change.

In conclusion, the science of education, like other sciences (mathematics, physics, chemistry, mother tongue and literature), is not as fundamental and immutable, but is compatible with the necessary solutions to the problems of human education in its time and in the near future. Ibn Khaldun, a geographer and traveler who lived almost seven centuries ago, said: At each stage, its population is distinguished by unique features that are not found in other stages. This is because characteristics and customs are formed under the influence of the environment that surrounds a person. ” Therefore, it is necessary to approach the theory and practice of education from such a point of view, so that the violation of the periodicity principle in the theory and practice of education will be prevented. This will allow to bring up a generation that is suitable for the new era with new educational approaches.

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