



SOCIO-PHILOSOPHICAL ESSENCE OF THE FORMATION OF SCIENTIFIC WORLDVIEW IN YOUNG PEOPLE

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ABSTRACT

This Article highlights the sociological and philosophical essence of forming scientific worldview of young people. The issues of influence of family values, ethnoenvironment, or social identities to the development of the youth are discussed.

KEY WORDS: *scientific worldview, schools and universities, education, curriculum, information technologies.*

Formation of scientific worldview in young people is the main factor of social development. The 20th century confirmed that the development of the state and society is closely related to scientific thinking, the use of technical inventions, the wide introduction of information technologies, and attention to human capital in the field of education. Today, young people under 30 constitute about half of the world's population [1], and in Uzbekistan it is almost 60%. This shows that the youth is a decisive layer and power in the development of our republic. Therefore, the main task of the education system is to form a scientific worldview in the youth of our republic, to arouse interest in innovative research and scientific and technical knowledge in them, and to educate them into knowledgeable, modern thinking, skilled in using information technologies, and professional people even during school age.

As President Sh.M. Mirziyoev noted: "If we pay attention to the realization of the abilities of our children from childhood and use all our possibilities for their development, many more Berunis, Ibn Sinas, Ulugbeks will grow up in our country... The peace of our country, the development of our country, ensuring the rights and freedoms of our citizens, strengthening the aspirations of our sons and daughters to science and craft in every way, and supporting entrepreneurship will be at the center of our reforms in the future" [2]. In his speech at the solemn ceremony dedicated to the Day of Youth, the President defines the very important direction for the development of New Uzbekistan as follows: "Today, mobilizing all the strength and capabilities of our state and society, we are taking great steps towards creating the foundation of the Third Renaissance in our country. In this regard, it should be noted that a system of presidential schools, creative and specialized schools of a completely new form and content has been created in our country. Many students studying in these schools are getting high results in prestigious international competitions. For example, Durдона Mukhtorhojaeva from Andijan, Firdavs Sobirov from Bukhara, Daniyori Ismailov, Ilgor Kadirkulov from Syrdarya, Nabikhan Nabikhanov, Nodira Sadullaeva from Tashkent, Iskandar Boriev, Dilshod Khojakulov, Rail

Khashaev won gold, silver and bronze medals of international Olympiads in physics, mathematics and chemistry. . We should be proud of such intelligent and knowledgeable children" [3]. In 2021 alone, all 96 students who graduated from Presidential schools entered prestigious foreign universities on the basis of grants before the deadline. For example, Temurbek Sulaymanov from Tashkent entered 26 foreign universities, Nursultan Duysenbaev from Karakalpakstan 16 universities, Charoskhan Oktamboeva from Khorezm 8 universities, Robiyakhan Nabijonova from Namangan 5 universities, Visola Asadiullaeva, a high school graduate from Andijan, was admitted to 12 prestigious foreign universities. It should be noted that such results have never happened before in our history". Every year in our republic, more than 560 thousand young people graduate from high school, and about 20 thousand from universities. However, there are a number of problems in getting jobs.

For example, despite the fact that there are more than 400,000 jobs available for high school or vocational college graduates, almost half of those who graduate from high school or college are unemployed, and the jobs they do find are low-paying. Therefore, the order to fill these positions remains in place. Or there are about 180,000 vacancies in various sectors of the national economy. But because of the demand for higher education, recruiting talented young people into these fields remains a problem. The President proposes to revise the procedure for requiring a higher education diploma in employment and believes that it is possible to abandon the diploma factor in hiring really talented young people. Today, only 30% of jobs in transport, construction, logistics, statistics, agro-accounting, which require knowledge of mathematics, accounting, geometry and algebra, are occupied by specially educated personnel, and the remaining 70% are almost empty. Due to the fact that the applicants do not have special knowledge, especially a diploma of higher education, it is impossible to accept young people without a special diploma, but with talent. In this regard, we do not have a specific experience, nor the ability to apply foreign experiences. It is



true that in the above report, the President states that Andijan region has the experience of training personnel in accordance with the requirements of the market economy, and proposes to spread this experience to our republic. However, if we look closely, colleges and universities in Andijan region prepare personnel for the specialties established by the Ministry of Public Education, Ministry of Higher and Secondary Special Education, and conduct classes on the established subjects. In this case, it is inappropriate for the regional administration to interfere with educational processes, especially with the system of personnel training in accordance with the market economy. We are not against the training of personnel that meets the requirements of the market economy, but it does not meet the requirements of our educational system. In addition, it is known to everyone that the market economy itself is not yet formed in our country, and in the personnel training system, it remains to establish a contract, a supercontract. And universities of foreign countries do not study our national market, they mainly care more about collecting contract money. Perhaps this process will continue naturally in the initial stages, and in time, branches of foreign universities may also switch to training personnel based on national needs and the interests of our market economy... The formation of a scientific worldview in young people is integral with the entire education and training system, processes and institutions.

Even the pre-school education system and institutions introduce children to scientific views, ideas and concepts, teach them to know existence, nature and society. However, the transition from scientific knowledge to a scientific worldview, according to experts, involves complex situations and procedures:

- 1) trusting the mind to understand the truth and showing logical consistency in this regard;
- 2) recognition that not only scientific, but also non-scientific, life views meet in scientific knowledge;
- 3) influence of family values, ethnoenvironment, or social identities;
- 4) courage is needed to protect the scientific outlook, common sense and realism;
- 5) if there is a conflict between faith (for example, religious, transcendental) and a scientific worldview, the courage to choose objective existence, scientific value is necessary;
- 6) the scientific worldview collides with internal psychological principles, thoughts, life ideas that are not similar to others, at this time intellectual purity plays the main role;
- 7) protect each person's own opinion and assume that each person may have a different view;
- 8) personal confidence, accumulated experiences have the power to influence the scientific outlook;
- 9) every moment, every thing can give a person unique feelings, sensations and visions;
- 10) the scientific worldview ultimately leads to naturalism, that is, the existence of an objective existence, this existence is a human being. It is necessary to firmly believe that his intellect can understand and change [4].

Apparently, the scientific worldview is not just experience or vital, everyday thoughts, it is a metaphysical reality with certain principles, internal and external signs. If we consider the world as an architecture of values, then the scientific worldview is an ideal, trust of human epistemological experiences that harmonizes these values, gives them a humanistic essence, is the embodiment of views and imagination [5].

Conceptually important norms and programs aimed at satisfying the needs and rights of young people to scientific knowledge have been adopted in new Uzbekistan. The Constitution of New Uzbekistan, adopted in a national referendum in 2023, "State policy on youth" of the Oliy Majlis (2016), the new edition of the Law "On Education" (2017), State Laws such as "On Science" (2019) and more than 200 Decrees and Resolutions of the President in this field represent the concept of supporting the intellectual potential of young people. His Decrees "On the Development Strategy of New Uzbekistan for 2022-2026" (January 28, 2022), "On the State Program on the Implementation of the Development Strategy of New Uzbekistan for the years 2022-2026 in the "Year of Attention to People and Quality Education"" (February 28, 2023), "On Further Support for Talented Young People Studying in Higher Education Institutions of the Republic and Engaged in Scientific Research" (September 9, 2021) and "On Approval of the Innovative Development Strategy of the Republic of Uzbekistan in 2022-2026" (June 6, 2022) and Resolutions "On additional measures to expand the opportunities for modern knowledge and professional acquisition" (2022, August 12) determine the directions and practical measures related to providing knowledge and education to young people, developing their scientific outlook.

There are 10,130 schools in our republic, where more than 6 million young people study. Therefore, our president pays a lot of attention to school education, paying attention to such necessary measures as increasing the salaries of teachers, providing them with financial support, helping to solve housing problems, and making it easier to get loans. Today, 1,695 schools in our republic need capital repair, 179 of them are straw-built, more than 3,000 schools need additional buildings. More than 2,000 schools do not have sports halls or training grounds. It is necessary to build 270 schools in the new massifs established in the following years. Of the 504,000 teachers working in schools, 60,000 have secondary education, and 190,000 have no qualifications at all. The knowledge and skills of many teachers are not sufficient. The teacher does not strive to give a quality lesson, but to "get more hours". Educational standards, curricula are focused only on theoretical knowledge, children are not taught logical thinking, digitization technologies and algorithms. There are still more than 200 different reports in the system, clearly and mathematically education is too stereotyped, they do not take into account the demands of the market economy and, most importantly, the interests of the students. Sources show that today only 32% of teachers in physics, mathematics, algebra, and geometry have special knowledge in schools, vacancies in these areas are almost 40%. The fund of school libraries is not renewed for years. Such shortcomings encourage to fundamentally revise all approaches in the public education system, to reform the quality



and processes of education [6]. In order to organize and carry out these reforms, special councils were established at the republic level (the President himself is the chairman) and local councils (hokims are the chairman).

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