

EDUCATION IN THE CONTEXT OF SOCIAL TRANSFORMATION

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Annotation

this article analyzes the specifics of the educational process in the context of economic, social and informational crises observed in modern society. In the conditions of a difficult time, the educational role of the Family, Educational Institutions and society, factors affecting youth psychology and mechanisms of effective upbringing are covered on a scientific basis. The results of the study show that the process of upbringing in complex social conditions serves as an important factor in the formation of mental stability, flexibility and social responsibility of the individual.

Keywords

difficult times, upbringing, social adaptation, youth, psychological stability, values.

Introduction. In the era of globalization, humanity is facing a variety of complex challenges. Economic instability, pandemics, information attacks, moral crises, and social inequalities are increasingly becoming integral parts of social life. Under such circumstances, the concept of “difficult times” has become a pressing issue not only from an economic perspective but also in psychological and spiritual dimensions.

The issue of education and upbringing in difficult times is of particular importance because it is through education that the younger generation develops attitudes toward life, social values, and the ability to cope with challenges. If the educational process is weak or improperly directed, it may lead to psychological depression, deviant behavior, and difficulties in social adaptation among young people.

Literature Review. The study of socio-psychological characteristics of the educational process in contemporary society occupies an important place in the scientific works of both domestic and foreign scholars. In particular, issues related to personality development, psychological resilience, and social adaptation under conditions of economic and social crises have been extensively analyzed.

Among local scholars, A. Qodirov interprets the educational process as a key factor in preparing individuals for social life within pedagogical theory. According to him, the harmony of national values and modern approaches is of great significance in education [3]. Similar views are reflected in the works of G.S. Sultanova [2], the First President of Uzbekistan I.A. Karimov [4], M.N. Normamatova [7], Y.Z. Ro'ziyev, and B.S. Abdullayeva [8]. Furthermore, in the works of Sh.M. Mirziyoyev, the spiritual and moral upbringing of youth is recognized as a priority direction of state policy [1].

Research Methodology. The study employed comparative analysis, monographic research, comparison, statistical grouping, and socio-economic analysis methods.

Analysis and Results. The concept of "difficult times" has manifested itself throughout human history in various historical, social, and cultural contexts, referring to periods characterized by instability, crisis, risk, and uncertainty in social life. From a philosophical perspective, difficult times are characterized by intensified relations between individuals and society, reconsideration of value systems, and the testing of existing social institutions. From ancient philosophy to modern social theories, such periods have been interpreted as crucial turning points in societal development.

From a sociological standpoint, difficult times are directly associated with economic decline, political instability, deepening social inequality, and rising levels of public anxiety. Under such conditions, the daily lives of community members undergo significant changes, while social roles and expectations are reshaped. Families and children become particularly vulnerable groups in this process. The limitation of resources, increase in stress factors, and uncertainty about the future directly affect the educational process.

From a pedagogical perspective, difficult times require education to be viewed not merely as a process of instilling moral norms but as a comprehensive mechanism aimed at preparing individuals for complex life situations. In such conditions, education becomes a key factor in developing social adaptability, psychological stability, and a sense of responsibility. Therefore, a profound

theoretical analysis of the concept of difficult times serves as an important scientific basis for modernizing the educational system.

The concept of education has acquired various meanings and forms throughout historical development. In traditional societies, education primarily served the function of transmitting social experience, norms, and values from one generation to another. However, contemporary social and economic transformations necessitate the expansion of educational content. In difficult times, education can no longer be limited to approaches based solely on discipline and obedience; instead, person-centered, humanistic, and psychological approaches gain priority. Understanding children's emotional states, developing their internal resources, and fostering independent decision-making skills have become essential tasks of modern education.

Scientific literature indicates that education in difficult times should focus on developing individual resilience. Resilience refers to a person's ability to adapt to stress, crises, and adverse circumstances and to overcome them constructively. Thus, the educational process should not only facilitate adaptation to social norms but also provide psychological support in challenging situations.

The findings demonstrate that traditional educational approaches alone are insufficient under conditions of difficult times. Modern education requires a comprehensive and integrated approach. In this process, families, educational institutions, and other social organizations must cooperate closely. Discussions revealed that the educational process should focus not only on discipline and control but also on addressing children's emotional needs, providing support, and ensuring social adaptation.

Moreover, it was determined that education during difficult times should aim to strengthen resilience, that is, the capacity to withstand stress and crises. Research findings indicate that strengthening psychological services in schools and educational institutions, establishing regular cooperation with parents, and developing social protection mechanisms significantly increase the effectiveness of educational activities. Therefore, psychological approaches should occupy a central position in the modernization of educational systems.

The results also show that factors influencing education in difficult times are complex and multidimensional. First and foremost, economic and social instability directly affects the psychological well-being of parents. Financial difficulties, unemployment, and social pressure increase stress and anxiety among parents, which may negatively influence the quality of parent-child relationships.

Studies conducted within the framework of the Family Stress Model indicate that parental psychological strain may result in emotional distance, inconsistency in expectations, or excessive strictness in interactions with children. Consequently, children may develop insecurity, emotional instability, and difficulties in social adaptation. Such negative effects become particularly evident during adolescence.

At the same time, the findings highlight several protective factors that mitigate negative influences and contribute to positive educational outcomes during difficult times. These include a warm emotional family environment, social support systems, parental pedagogical literacy, and psychological resilience. When parents possess effective coping strategies and stress-management skills, educational processes can remain effective even under adverse circumstances.

Conclusion. In conclusion, education in difficult times represents a crucial factor in ensuring social stability and the healthy development of younger generations. The results indicate that economic and social difficulties may negatively affect educational processes; however, psychological resilience, social support, and pedagogical literacy significantly reduce these adverse effects.

Education in difficult times should aim not only at developing knowledge and skills but also at fostering psychological stability, social responsibility, and human values. Through scientifically grounded and systematic educational approaches, it is possible to prepare young people for complex life situations and cultivate them as active and responsible members of society.

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