

STUDENT EDUCATION IN THE MODERN STAGE BASED ON INTERNATIONAL EXPERIENCE

R.M. Medetova,

Head of Department, National Institute of Educational Pedagogy, Doctor of Pedagogical Sciences,

Senior Research Fellow,

B.T. Kuchkarov,

Associate Professor, University of Military Security and Defense of the Republic of Uzbekistan,

Doctor of Philosophy in Pedagogical Sciences (PhD), Lieutenant Colonel

Abstract. This article explores the importance of artificial intelligence and its role in student development.

Key words: development, student, learning, innovation, education, development.

Today's multipolar world demands that educators take a more global approach to addressing the many challenges facing teacher training. The creation of a unified global educational space in today's world is primarily linked to the socioeconomic development of states, including the development of the education sector.

The UN Charter speaks of "the determination of peoples to save future generations from the scourge of war, to affirm faith in fundamental human rights, in the dignity and worth of the human person, to create conditions for the observance of justice and respect for the obligations of international law, to promote conditions of life in larger freedom and tolerance, and to unite forces to maintain international peace and security."

This global objective outlined in the international document facilitates the unification of teachers to address the many challenges facing the education of the younger generation. Lucius Seneca noted that in the comprehensive development of the individual, it is important for teachers to remember one important truth: "He who does not live for others does not live for himself." Therefore, a true teacher must "live" in the interests of their students in order to recognize their talent and abilities early on and guide them in the right direction. This is why the process of educating the younger generation is so important from a contemporary perspective.

The development of pedagogical ideas draws on the pedagogical legacy of past years, contemporary pedagogical research that enriches pedagogical theories with new ideas, and advanced international pedagogical experience, which allows for the development of new concepts and theories and the identification of certain patterns.

Modern pedagogy is characterized by the presence of a number of basic paradigms: 1) The knowledge paradigm. 2) The behavioral paradigm. 3) The technocratic pragmatic paradigm. 4) The humanistic paradigm. 5) Theological paradigm (the development of the individual's moral foundations and religious feelings).

Today's society and its development prospects require the creation of a new education system that helps develop students' abilities for projective determination (defining the prospects of an object based on data on its presentation, configuration, parameters, and components inherent in a particular category or model) of the future and responsibility for it, as well as faith in their professional abilities and themselves.

The model of interaction between teachers within the educational system, called the philosophy of education, defines the place of the individual in the modern world. The theory of practice includes educational 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 education; scientific analysis and assessment of the state of practice, accurate forecasting of the pedagogical and socio-economic aspects of education; the search for means and ways to individualize and differentiate educational activities based on the unity of development, training, and education; identification of individual perspectives in the educational process (content, goals, methods, organizational forms and means, types of activities). Development of pedagogical research methodology; application of effective methods and technologies; pedagogical aspects of a humanistic education system; search for the most effective ways to develop spiritual culture and civic development of the individual; development of the concept of national education as an institution for the development of national culture, national self-awareness, and the improvement of interethnic relations; study of effective ways to optimize and intensify the pedagogical process; creation of conditions for enhancing the effectiveness of self-education and self-improvement; study of students' psychological and pedagogical problems; analysis, synthesis, and dissemination of advanced pedagogical experience and innovative processes.

Therefore, the mission of the teacher lies in the important role of the personal factor, the human component in the process of preparing such in-demand teaching and training personnel, who, in the context of globalization, will be based on a new type of social relations, including a willingness to engage in multilateral cooperation.

The primary objective in training teachers should be focused on the generation that will replace the current one.

The events of recent decades have led us to the conclusion that we must change our way of thinking and living, as well as the nature of relationships between teachers. Based on this, the path chosen by Uzbekistan means that our country is capable of integrating into the global teaching community, and this has defined the strategic goal of education: developing individuals capable of actively functioning in modern conditions.

Let us name some priority areas for student development: developing communicative competence in students – an important pedagogical task that has acquired theoretical and practical significance on a local and global scale; developing interethnic relations, the consistent study of national traditions, customs, and rituals, which will ensure a synthesis of cultures, since a common world civilization is formed from the cultural traditions of different peoples; developing tolerance in students in its various aspects – interpersonal, social, ethical, ethnic, etc. The interaction of modern pedagogical science and ethnopedagogy promotes mutual development, since its main task is to understand the laws of such a complex social phenomenon as education, its essence and structure, various components, connections and relationships; Multifaceted knowledge and skills, the wisdom of the people instill in the minds of students a respectful attitude towards each other, towards each individual, since they include humanistic moral and value ideas that contribute to the formation of important human qualities of an individual; Intensive development and implementation of new improved teaching technologies, including digital ones; Computerization of education that meets long-term requirements focused on the priority of the student's personality; Expanding the creation of joint educational and methodological literature; Transformation of education, the main indicator of

which is the positive behavior of students aimed at the personality of another, at building friendly relationships with each other; Solving a number of specific problems: fostering in students a sense of peacefulness, acceptance and understanding of other individuals, the ability to interact positively with them; showing respect for cultural traditions; constructive communication with people regardless of their worldview; Condemnation of terrorism and extremism; encouragement of students to develop a clear civic position, which will help them find their place in society and ensure the progress of society. After all, only a holistic perception of modern realities and a developed sense of involvement in the fate of the country and the world expands the boundaries of students' understanding of contemporary issues, accelerates the process of socialization, and any social problem can be solved only through the influence of teachers' genuine interest in the development of the individual and their socialization in the context of a multipolar world, namely, the globalization of professional activity, the creation of new types of socialization, national and ethnic divergence – determining the extent to which input and output from a given point in the field diverge, or more precisely, the extent to which incoming and outgoing flows diverge.

Therefore, the direct task of teachers, as representatives of the social institution where moral norms and spiritual culture are laid, is to develop in students a sense of responsibility and involvement in the destinies of their own and other peoples, to support students at all stages of their development and their introduction to the global educational space; The desire to achieve mutual understanding and alignment of motives, attitudes, and orientations, using humanitarian opportunities: dialogue, clarification, and cooperation. This will lead to a shift from a projective, constructive attitude toward the external environment to one in which each accepts the other as they are. The leading, system-forming quality of such an individual should be their cultural worldview, including knowledge of their own culture and cultural diversity, knowledge of foreign languages and the ability to apply them in practice, and a willingness to collaborate.

In the context of globalization, a shift to a new type of social relations is necessary, as the growing uncertainty in society and the world has changed the individual's life situation. It is essential to be able to find solutions, make them, and take responsibility for their choices in dialogue with other educators.

Modern education and training lay the foundation for professional development through humanization (accounting for individuality), technologization (digital tools), fundamentalization (systemic thinking), globalization (intercultural competence), and self-development (responsibility, independence). This approach combines traditional approaches with online learning to foster a holistic, adaptive, and socially valued individual in a dynamic world, as confirmed by international experience.

Today's society is undergoing large-scale transformation processes associated with globalization, digitalization, changes in the social structure, and the global economic order. These processes are objectively reflected in the education system, which, on the one hand, strives to maintain stable educational values and, on the other, adapt to the dynamic demands of the professional world. Today, education is viewed not only as a mechanism for knowledge transfer, but also as a comprehensive socio-pedagogical system that shapes professional identity, worldview, and life strategies.

Professional development is becoming a key objective of educational systems worldwide, driven by the increasing complexity of work, the rapid advancement of technology, and growing employer demands for specialist competence. In this regard, studying international experience, innovative educational models, and educational practices that integrate the

cognitive, value-based, and activity-based components of professional development is particularly important.

For our republic, where the birth rate is increasing daily—that is, in a country with rapid demographic growth and a high proportion of young people (64% of the total population)—the task of developing professionally competent and socially responsible citizens is particularly significant. That's why modern international practices and national strategies, the identification of key trends in the development of education and upbringing, as well as recommendations for strengthening the role of the educational system in the professional development of individuals, represent a holistic process of developing professional knowledge, skills, competencies, and personal qualities necessary for successful professional activity.

In scientific literature, this process is examined within the framework of several approaches: 1) a competency-based approach presupposes not only the acquisition of theoretical knowledge but also the ability to apply it in practical activities, the key elements of which are: professional competence, communicative literacy, critical thinking, and the ability to make independent decisions; 2) a student-centered approach takes into account the individual characteristics of the student, their interests, motives, and capabilities, which leads to the development of a flexible, variable education system aimed at unlocking personal potential; 3) The cultural and socio-humanistic approaches examine the professional development of an individual through the lens of values, social experience, and cultural tradition, with particular attention paid to the spiritual and moral development of the individual, the development of responsibility, civic position, and professional ethics.

This means that education is cognitive in nature, imparting knowledge, while upbringing contributes to the development of personality, identifying the most important values, and motivating self-development. Together, they create the foundation for successful self-realization, self-expression, and the individual's adaptation to the constantly changing demands of the professional sphere, developing not only knowledge but also personal potential. Upbringing plays a key role in the development of a professional personality capable of acting effectively in a context of global change. International experience demonstrates that successful models of professional development are based on a combination of academic preparation, practice-oriented learning, and the fostering of a value-based attitude toward each individual. New trends in personal development—digitalization, a competency-based approach, and individualized learning—contribute to the creation of an educational environment in which each student has the opportunity to fully realize their potential. Thus, education becomes the foundation of social stability and competitiveness of the individual in the modern world.

References:

1. O'zbekiston Respublikasi Vazirlar Mahkamasining 2026-yil 28-yanvardagi 34-sonli "Uzluksiz ta'lim tizimida yoshlarni milliy qadriyatlarga sadoqat va vatanparvarlik ruhida tarbiyalash samaradorligini oshirish dasturini tasdiqlash to'g'risidagi" qarori: <https://gov.uz/uz/iiv/pages/o-zbekiston-respublikasi-vazirlar-mahkamasining-qarorlari>
2. Ибраимов Х.И., Абдуллаева Ш.А. История педагогики и образования. – Т., 2008. – 240 с.
3. Медетова Р.М. Формирование толерантности у школьников на основе использования национальных традиций: Дис. ... д-ра пед. наук. – Т., 2020.
4. Kuchkarov B.T. Oliy harbiy ta'lim muassasalari kursantlarida umummadaniy kompetentlikni rivojlantirishning pedagogik shart-sharoitlari: Ped. fanl. bo'yicha fals. d-ri (PhD) ... dis. Avtoref. – Т., 2025. – 52 b.