

"THE ROLE OF EDUCATION IN FORMING THE LIFE STRATEGY OF YOUNG PEOPLE"



Maksudov Djamshid Djamalitdinovich

Born on 01.05.1987 in Fergana, Fergana region.

Since 2019, Head of the X-ray Department
of the Fergana branch of the Republican

Scientific Center for Emergency Medical Care (RSHTYOIMFF).

Introduction. Formation of the life strategy of the young generation and the place of education in it. The influence of the family on life orientation-education Conclusion List of references Introduction Identification of life strategies of young people involves taking into account external factors that influence the change in the life of young people and internal ones, which are presented in the form of life plans and value orientations. Thus, in the conditions of modern society, there is a need for constant generation of new ideas for self-development, the leading social group that provides the generation of innovative ideas. The preservation and predetermination of the development of the country and society in the global world depend on the life strategy. Of course, at present, the position of young people is deeply affected by new socio-economic and political conditions of the reformed society, constructing radically new forms of its creation and behavior. Striving for self-realization, young people need to keep in mind the innovative dynamics of society generated by market mechanisms of productive consumption. The criterion for successful self-realization of young people is their competitiveness. Modern society is a society in which human survival depends on

constructive solutions to global problems that affect the formation of a positive orientation of socio-cultural attitudes of young people. [11, p. 124]

Thus, the transition from a state-controlled economy to a market economy has provided young people with not only advantages, but also difficulties. The most important advantage is considered to be the possession of those knowledge and skills that are highly valued in the modern labor market. Consequently, the transition to market relations has not only increased the demand for higher education, but also radically changed the understanding of its role and value among young people. The status function of higher education is due to the orientation of young people towards success in life, which they correlate with a prestigious higher education. Thus, the younger generation wants to achieve independence from society through obtaining a prestigious education and material wealth. Previously, higher education was necessary, first of all, for the successful integration of an individual into society. Today, the role of education has changed significantly, and has begun to provide a person with a monetary, prestigious profession.

1. Formation of life strategies of the young generation and the place of education in them Life strategy is interpreted either as a system of perspective ideas and orientations, or as a system of goals, plans and value orientations. [5, p. 106]

An individual's life strategy takes over his or her life path, which is connected with the future, the advancement of goals and ways to achieve them, focusing on past events and experience. A life strategy regulates the integrity of a particular person's life activity, and also determines their life path. Life strategies, as a special characteristic of a person, influence the direction and content of social activity, thereby predetermining the motivation of a young person's behavior and the orientation of his or her social position. An important aspect of life strategies are values and value orientations that provide a person with the necessary goals. Thus, value orientations and ideological attitudes, needs and interests, goals and priorities of young people are purposefully studied by representatives of many humanities seeking to offer a universal typology of life strategies. [1, p. 74]

Thus, A. Adler analyzes life strategies through an adaptation approach. He believes that already in childhood, a person's life style is developed as an integrated style of adaptation to life and interaction with it. A. Adler considers love, friendship and work to be the main life goals and strategies of the individual, which help each individual to optimally adapt to the environment in which he or she finds himself or herself. According to A. Adler, each person chooses a life goal for himself or herself, which reflects his or her aspirations and priorities. [9, p. 126]

Today, the idea of S. L. Rubinstein is applicable that a person's life can proceed both as a spontaneous and as a conscious, creatively directed process, and that only a reasonable design of one's life can be a factor in a person's elevation. The effectiveness of the implementation of a life strategy largely depends on the social activity of the individual, the acceptance and recognition by the person of responsibility for his or her life. Researchers T. Kasser and R. Rhine identified two groups of life strategies based on the predominance of internal and external aspirations. External aspirations, the assessment of which depends on other people, are based on such values as material well-being, social recognition, and physical attractiveness. Internal aspirations are based on the values of personal growth, health, love, affection, and service to society. [6. P 87]

The scientist notes that the choice of strategy depends on the role of parents in raising a child. Parental support for autonomy, emotional involvement and structured demands on the child lead to the prevalence of internal aspirations. K. Jung studied life strategies from the point of view of an individualistic approach. He believed that a person constantly learns various new skills throughout his life, achieves new goals and improves himself more and more. He considered the so-called self-discovery to be one of the important goals. According to Jung, the full disclosure of one's "I" is the most important and final goal of a person's life, that is, the formation of a single, unique and integral individual. [5, p. 107]

The development of a certain personality in this direction is unique, it lasts throughout the entire life path and includes individualization. Scientist E.I. Golovakha

emphasizes that "life perspective should be considered as a holistic picture of the future, social value and individual meaning of one's life.

Today, education is undoubtedly considered an important life strategy, since society requires a person who has fundamental knowledge and practical skills, possesses a high level of creative and analytical thinking, and is capable of creative self-organization. Thus, most young people are confident that in order to obtain a high social and professional status in society, success in life, solid knowledge is required. However, the activity of the individual, which occupies an important place in the formation of the life strategy of the individual, is often directed only towards material development. For this reason, the spiritual development of the individual is relegated to the background, which has a detrimental effect not only on the state of the individual himself, but also on the whole society. [4, p. 4]

It should also not be forgotten that education often plays the role of the so-called social elevator, i.e. an increase in the level of education allows an individual to move to higher positions in the social hierarchy, to increase his social status, "weight" in the eyes of others, to acquire new significant privileges corresponding to the achieved social status. And this, in turn, is an important reason for the characteristic changes in young people's life priorities (in particular, for setting and implementing, first of all, career plans). [8, p. 92]

Consequently, the life strategy of the majority of the younger generation is built to a greater extent on material well-being and success. If earlier the ideas of integration and solidarity, participation in a common cause dominated in society, today everyone strives for freedom from society and achieving personal success.

2. The influence of the family on life orientation - education life strategy education youth The family is the most important institution of socialization of the individual, because in the family a person gains the first experience of social interaction. Thus, the family can be considered as a model of the basic life experience of the individual. The family develops the personality of the child, defining for him moral principles, value orientations and a model of behavior. Parents use such methods

and means that contribute to the influence on the child's consciousness, to introduce him to certain values and norms. Family conditions, including social status, occupation, material level of education of parents, largely predetermine the life path of the child. In addition to the conscious purposeful upbringing that parents give him, the child is influenced by the entire intra-systemic atmosphere, and the effect of this influence accumulates with age, refracting in the structure of the personality. [10, p. 142]

The family has a huge impact on the formation of the value orientations of a young person. His value orientations are formed on the basis of the value orientations of the family, are formed depending on the relationships in the family, from upbringing. When considering the life strategies of young people, it is necessary to remember that the social group in question is not homogeneous in its composition. Its representatives are characterized by all possible sets of social statuses, functions and roles that correspond to the stages of growing up and personality development. At the stage of early adolescence, the main goal and tasks of young people are the accumulation and development of human potential, obtaining an education, choosing an educational institution and profession. It is at this stage that the further path of life is determined. In the time period from 17 to 23 years, the process of physiological maturation and social formation of a young person as an individual takes place. Education at this stage of development is professional. During this period, they gain financial independence from their parents, acquire their own families [102 . p. 201].

The main type becomes labor activity. Life plans change under the influence of external conditions. Differentiation of social status presupposes a variety of life trajectories and goals of young people. The formation of a system of value orientations of a teenager determines the further path of professional self-determination of an individual, through which he or she becomes a full-fledged member of society. It should be noted that life values are characterized by high awareness, they serve as an important factor in the social regulation of an individual's behavior. Differences in the possibilities of self-determination that exist among urban and rural youth, large and small cities, are reflected in the ideas of young people about how they are going to

overcome the difficulties that arise in the process of implementing life strategies. Infrastructure, labor market, information support, material living conditions - all this varies significantly in settlements of different levels of urbanization, therefore the likelihood of young people realizing their opportunities provided by society and implementing their professional plans is also determined by the level of urbanization of the population [3, . 36]

Rural areas as a type of settlement also, despite the fairly high level of urbanization of Russian society, retain their functions of organizing society. The reproduction of social traditions in society, and therefore the sustainability of its implementation, largely depends on the preservation of rural youth's educational, intellectual, and labor potential. Despite the fact that significant changes in the social system have opened up new opportunities for economic activity, it is becoming more difficult for rural youth to realize themselves in traditional areas of life: continue the educational process, acquire a profession, find a job. Of course, young people living in large cities have the greatest opportunities compared to rural youth. Urban youth are focused on innovative activities in the field of education, forming social subjectivity due to the inertia of the social sphere, which provides young people with ready-made conditions for social advancement. Young people living in rural areas are characterized mainly by traditional behavior in the field of education. They improve their social subjectivity, depending on the inertia of such a social sphere, which provides conditions that do not correspond to the conditions of modern education and the labor market. Comparing rural and urban youth, one can notice that the value orientations of rural and urban student youth mostly coincide. This is manifested, for example, in the attitude to health, family, material well-being and ways of obtaining it. Wealth, as well as a professional career, are among the leading values of the younger generation.

They accept wealth as a condition of greater freedom, choice, satisfaction of various needs and personal benefits. However, rural youth, to a greater extent than their urban peers, prefer such life guidelines as stability in society, love for their small homeland, patriotism, mercy and religion. Also, in rural areas, teachers and lecturers

are less qualified, there are no large educational institutions at all, meaning universities, colleges. In some villages there are only branches, but such institutions do not provide the full knowledge that can be acquired directly in the educational institution itself. Still, rural young people put education in the background, since everyone has their own household, we are talking primarily about livestock and a vegetable garden. It is obvious that the labor market in rural areas is very poor, localized within one small settlement, the list of areas of labor supply is insufficient, individual industries and types of labor activity are represented by a narrow range of professions. [7, p. 219]

The difficult economic situation and unemployment force many to agree to low-paid work, and this to some extent helps maintain the level of employment in agriculture. However, many young people are eager to leave their native lands and go to large cities, which provide many opportunities. The desire to live in large cities has a deep socio-economic justification: the level of employment of the population, the development of various forms of social protection, and housing conditions in them are higher than in rural areas. Today, a large city provides young people with great opportunities for social realization.

Conclusion A specific feature of adolescence is the presence of an ideal person, who serves as a kind of moral standard in the behavior of adolescents. In terms of stable ideals that influence the formation of a person's life trajectory and behavior, we can only talk about relatives and friends. Thus, in the conditions of a turbulent state of society, adolescents are characterized by multidirectional vectors of the implementation of life strategies, low indicators of the meaningfulness of their lives and guidelines, not to mention the level of persistence in achieving their goals. The presence of modern social problems leads to the fact that the life support strategy implemented by many young people is transformed into a survival strategy. In this case, young people see the limit of realizing their human potential in providing themselves with the most necessary means acquired in the process of socialization. Traditionally, education plays a very significant role in the processes of social

structuring of society, being one of the most important channels of social mobility and, thus, performing the function of social control.

The main objective of this control is to distribute individuals according to their talents and capabilities for successfully performing their social functions. Therefore, education, along with other social institutions such as family, church, political, professional organizations, and others, is simultaneously a channel of vertical circulation that facilitates upward or downward social mobility and a kind of "sieve" that "sifts" individuals and determines their place in society. Thus, the influence of higher education on the formation of a particular life strategy by an individual is quite large, i.e., higher education in this regard should be considered as one of the most important factors in its choice. Indeed, the main component, the basis of a life strategy within the framework of the presented study are the value orientations of an individual. After all, it is based on them that we all make our plans, set priorities, formulate goals for ourselves, and think through ways to achieve them. And the system of values, along with family upbringing and the immediate environment, is greatly influenced by a person's education, because thanks in large part to him, people broaden their horizons, discover something new in themselves, become aware of their needs and aspirations, think about the meaning of life and their place in it, see new horizons or new ways to achieve previously set goals.

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