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## THE IMPORTANCE OF EDUCATION IN YOUTH CREATIVE ACTIVITY

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### ABSTRACT

The gradual development of our independent republic, numerous achievements in the field of education and upbringing have been attained. These achievements are based on the practical implementation of the “Law on Education” and the “National Program for Personnel Training” adopted by our government, which include progressive practices, scientifically grounded processes for reforming education and upbringing, and planned guidance. The focus is on establishing a new democratic society, where the role of personal development in creating a great nation and fostering a knowledgeable, healthy, and well-rounded young generation is emphasized.

### KEYWORDS

Youth education, educational process, unity of education and upbringing, educational environment, social environment, learning process, personality development, psychological development.

### INTRODUCTION

The theory of education studies the content, methods, and organization of the educational process. The evolving political and economic approaches in modern society require a reevaluation of the process connected with educating the younger generation.

To cultivate a fully developed individual, it is essential to instill spiritual values such as faith, patriotism, love for others, kindness, generosity, national pride, contentment, and patience. To achieve this, we need

to equip youth with the theoretical and practical knowledge of the moral principles embedded in oral and written heritage, teachings, and wisdom passed down from our great ancestors. This requires us, as mentors, to fulfill the following main tasks:

1. Clearly explain the essence of positive values and provide deep analysis.

2. Support the acquisition of skills for living and working within a community.

3. Guide youth towards visualizing an ideal individual and develop the necessary spiritual qualities.

To effectively foster spiritually rich and physically healthy youth, it is important to initially assess their educational level. Upbringing involves a purposeful and continuous interaction between the educator and the learner, grounded in both spiritual sources and contemporary needs. The educator plans and organizes the upbringing process:

- a) identifying which traits in youth need development or elimination,
- b) finding resources to nurture or eliminate these traits,
- c) selecting theoretical and practical resources and planning their use.

This organized educational process forms part of the broader system, encompassing the intellectual and physical activities of society and individuals. The role of upbringing in social development is invaluable. Encouraging individuals to learn and work turns actions gradually into habits.

In modern pedagogy, upbringing is not simply the educator's influence on the learner; it is a reciprocal process where both the educator and the learner engage purposefully. Through this process, individuals develop various abilities, acquire moral and aesthetic values, form scientific views on nature and society, and strengthen their physical endurance.

The famous educator Abdulla Avloniy emphasized the role of education in human development, stating, "God

created people with innate talents, the ability to discern good from bad, and the potential to grow through education. If a child is well-educated, avoiding harmful behavior, they become a respected, happy individual. If poorly educated, they become ignorant and unwise. The educator must act like a doctor, administering the 'cure' of good behavior and cleanliness."

The management of the educational process is relatively straightforward, as results are immediately apparent and measurable. However, the same cannot be said for upbringing. A new approach to educational work reflects the spirit of independence in government policies, educational institutions, communities, and families working together.

Upbringing is the process of shaping the learner's personality by consistently and purposefully influencing their qualities. Only through structured guidance from the educator can upbringing follow a clear direction and purpose.

Thus, upbringing primarily involves guiding the formation of the learner's personality. The upbringing process is closely linked to self-development, which refers to the individual's active effort to improve themselves. Successful self-education requires young people to accurately assess themselves, recognize their positive qualities and shortcomings, and understand the ideals they should strive for.

Self-education, education, and re-education are interconnected processes that continuously influence the formation of personality in a comprehensive educational process.

Psychological and pedagogical research shows that external factors, whether positive or negative,

manifest in the upbringing of the learner. The learner's personal experience and needs shape their response to external influences, affecting their behavior. Thus, it is essential to organize the learner's activities correctly and to understand the emotional responses that emerge within them.

The process of upbringing should develop not only the learner's awareness but also cultivate feelings and behaviors that align with the moral standards expected by society. To achieve this, it is crucial to consistently and systematically impact the learners' consciousness (through education), emotions (through classroom and extracurricular activities), and will (through organized activities). Without addressing these aspects, achieving educational goals becomes challenging.

Education should be seen as a social phenomenon in which people influence each other with the purpose of shaping the personality's emotions, character, physical development, and behavior. Leading scholars in pedagogy argue that social factors play a decisive role in the development of an individual. A person does not inherently become good or bad but grows under the influence of education. Three main factors contribute to the formation of personality: biological factors, environment, and educational influences.

Biological factors cannot be ignored, as individuals are living organisms whose lives are governed by biological laws. Certain physical and physiological characteristics influence personality development, although they do not directly determine psychological growth.

The environment is understood as the living space of the organism. While biological factors are essential for physical growth, the social environment is equally vital

for personal development. The influence of people around the learner, including family, neighbors, and peers, plays a significant role. Additionally, through mass media, learners encounter representations of past generations, impacting their perceptions, judgments, and aspirations.

In the social setting, learners distinguish between good and bad, understanding what to do and what to avoid. They also form critical perspectives on people's behavior. The environment, thus, is a historically changing social phenomenon.

The learner's interaction with the material and social environment facilitates their development. Educators argue that it is not logical to question whether the environment or upbringing is more important for personal development, as both are essential.

In various activities, the individual's unique characteristics are formed. These qualities manifest in goals, motives, and attitudes toward success or failure. The tools chosen to achieve goals also reflect the personality. The learner's achievements and responses to failure demonstrate their self-awareness and capacity for resilience, patience, and determination.

## CONCLUSION

In conclusion, the most important characteristic of personality is the individual's system of relationships with the surrounding world. The more the person learns and engages with different people and activities, the more they develop qualities reflective of a responsible citizen and active builder of society.

One common shortcoming in educational work is ignoring the strengths and abilities of youth. Every individual has unique needs and interests, and the

process is most effective when the learner actively participates in their own development.

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