



Analysis of issues of development of worldview of high school students

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ABSTRACT

This article explores the dimensions of understanding the outlook, perspectives, aspirations, and challenges of secondary school learners, drawing insights from academic research and reputable sources. It discusses initiatives and organizations addressing these challenges, such as CAMFED, BRAC, Girl Child Network, Rwanda Education Board, Room to Read, and various initiatives in Uzbekistan focusing on strategies for developing learners' worldviews. The article concludes by emphasizing the importance of equitable and inclusive education in driving sustainable development and empowering future generations.

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O'rta maktab o'quvchilarining dunyoqarashining rivojlanish masalalarining tahlili

ANNOTATSIYA

Kalit so'zlar:

o'rta maktab o'quvchilari,
dunyoqarashni
rivojlantirish,
ta'lim olish imkoniyati,
ijtimoiy-iqtisodiy ta'sirlar,
madaniy ta'sirlar,
texnologiya,
muammolar,
chidamlilik,
tashabbuslar,
tashkilotlar,

Ushbu maqola o'rta maktab o'quvchilarining dunyoqarashi, istiqbollari, intilishlari va muammolarini tushunish o'lchovlari tahlil qilinadi, akademik tadqiqotlar va nufuzli manbalardan tushunchalar tahlili keltirilgan. Unda CAMFED, BRAC, Ruanda ta'lim kengashi, "O'qish xonasi" kabi ushbu muammolarni hal qilish bo'yicha tashabbus va tashkilotlar hamda O'zbekistonda o'quvchilarning dunyoqarashini rivojlantirish strategiyalariga qaratilgan turli tashabbuslar muhokama qilinadi. Maqolaning yakunida barqaror rivojlanish va kelajak avlodlarning imkoniyatlarini kengaytirishda adolatli va inklyuziv ta'lim

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adolatli ta'lim,
barqaror rivojlanish.

muhimligi ta'kidlangan.

Анализ вопросов развития мировоззрения старшекласников

АННОТАЦИЯ

Ключевые слова:

учащиеся средних школ,
развивающееся
мировоззрение,
доступ к образованию,
социально-экономические
влияния,
культурные влияния,
технологии,
проблемы, устойчивость,
инициативы,
организации,
справедливое
образование,
устойчивое развитие.

В этой статье исследуются аспекты понимания мировоззрения, перспектив, стремлений и проблем учащихся средней школы, опираясь на выводы научных исследований и авторитетных источников. В нем обсуждаются инициативы и организации, решающие эти проблемы, такие как CAMFED, BRAC, Сеть девочек, Совет по образованию Руанды, Комната для чтения, а также различные инициативы в Узбекистане, ориентированные на стратегии развития мировоззрения учащихся. В заключение статьи подчеркивается важность справедливого и инклюзивного образования для обеспечения устойчивого развития и расширения прав и возможностей будущих поколений.

INTRODUCTION

Understanding the outlook, perspectives, aspirations, and challenges of secondary school learners in the developing world involves a multifaceted analysis of factors such as educational access, socio-economic status, cultural influences, and the role of technology. Here, we'll delve into various dimensions including educational access, socio-economic status, cultural influences, and the role of technology, drawing insights from academic research and reputable sources.

EDUCATIONAL ACCESS AND QUALITY

In many developing countries, access to quality secondary education remains a challenge. Limited infrastructure, teacher shortages, and inadequate resources hinder the educational experience of learners. According to UNESCO, approximately 258 million children and youth globally were out of school, with the majority residing in low-income countries. (UNESCO Global Education Monitoring Report, 2020). In countries like Malawi, organizations such as CAMFED (Campaign for Female Education) have implemented programs aimed at increasing access to quality secondary education. CAMFED provides scholarships, mentorship, and community support to girls from marginalized backgrounds, enabling them to stay in school and complete their education. (CAMFED)

SOCIO-ECONOMIC INFLUENCES

Socio-economic factors significantly shape the outlook of secondary school learners in the developing world. Poverty often restricts access to education and contributes to high dropout rates. According to a report by the World Bank, children from the poorest households are four times more likely to be out of school than those from the wealthiest households. (World Bank, 2018). Initiatives like BRAC's Education Program in Bangladesh address socio-economic barriers by providing education to children from impoverished families. BRAC offers flexible learning options, including non-formal schools and accelerated learning programs, to reach children who may otherwise be excluded from the formal education system. (BRAC)

CULTURAL INFLUENCES

Cultural norms and traditions play a vital role in shaping the aspirations and perspectives of learners. Gender disparities persist in many societies, with girls often facing greater barriers to education than boys due to cultural biases. A study conducted by the United Nations Girls' Education Initiative (UNGEI) highlighted the importance of addressing cultural barriers to enhance educational opportunities for girls. UNGEI, 2016. The Girl Child Network (GCN) in Kenya challenges cultural norms and empowers girls through education and advocacy. GCN establishes safe spaces in schools where girls can discuss issues related to gender equality, reproductive health, and education, fostering a supportive environment for their academic and personal development. (Girl Child Network)

ROLE OF TECHNOLOGY

Technology has the potential to bridge educational gaps and empower learners in the developing world. The proliferation of low-cost devices and digital learning platforms offers new opportunities for accessing educational resources. Initiatives such as the One Laptop Per Child (OLPC) program have demonstrated the transformative impact of technology on learning outcomes in resource-constrained settings. One Laptop Per Child

In Rwanda, the "Connected Classrooms" initiative by the Ministry of Education aims to enhance learning outcomes through technology-enabled education. The program provides schools with tablets loaded with educational content and promotes interactive teaching methods, transforming traditional classrooms into dynamic learning environments. (Rwanda Education Board)

CHALLENGES AND RESILIENCE

Despite numerous challenges, secondary school learners in the developing world demonstrate remarkable resilience and determination to pursue education. Grassroots initiatives and community-based organizations play a crucial role in supporting these learners and providing them with the necessary resources and opportunities. (United Nations Sustainable Development Goals)

CHALLENGES AND RESILIENCE

The "Schools for Sustainability" project in Nepal, implemented by the non-profit organization Room to Read, empowers communities to improve educational access and quality. Through this initiative, communities work together to build and maintain schools, train teachers, and provide scholarships to students, fostering resilience and self-reliance in the face of educational challenges. (Room to Read)

EXAMPLES IN THE EDUCATIONAL CONTEXT OF UZBEKISTAN

Educational Access and Quality. In Uzbekistan, initiatives like the "Schools of Tomorrow" project, supported by organizations such as the World Bank, aim to improve access to quality education in rural areas. By renovating school infrastructure, providing teacher training, and implementing modern teaching methods, the project enhances the learning environment for secondary school students, particularly those in underserved communities. (World Bank)

SOCIO-ECONOMIC INFLUENCES.

The "Oila" (Family) Public Foundation in Uzbekistan works to address socio-economic barriers to education by providing financial assistance to families in need. Through scholarships and stipends, the foundation enables economically disadvantaged

students to continue their secondary education, reducing dropout rates and promoting social mobility. (Oila Public Foundation)

CULTURAL INFLUENCES

Ministry of Public Education of Uzbekistan has implemented initiatives to promote cultural inclusivity and diversity in schools. For example, the "Ethno-Cultural Education" program incorporates traditional Uzbek cultural elements into the curriculum, fostering pride in cultural heritage and promoting understanding and tolerance among secondary school learners from different ethnic backgrounds. (Ministry of Public Education of Uzbekistan)

ROLE OF TECHNOLOGY

The "Smart School" initiative, launched by the government of Uzbekistan, introduces technology-enhanced learning in secondary schools across the country. By equipping classrooms with computers, interactive whiteboards, and educational software, the initiative aims to modernize teaching practices and enhance digital literacy skills among students, preparing them for the challenges of the 21st-century workforce. (Ministry of Public Education of Uzbekistan)

CHALLENGES AND RESILIENCE

Non-governmental organizations like the "Youth Union of Uzbekistan" play a crucial role in supporting secondary school students, particularly those from vulnerable backgrounds. Through mentorship programs, extracurricular activities, and skills development workshops, the organization empowers young people to overcome educational challenges and become active contributors to society, promoting resilience and self-confidence. (Youth Union of Uzbekistan)

These examples illustrate how various organizations and initiatives are addressing the outlook of secondary school learners in the developing world by tackling barriers to education and promoting inclusive and quality learning environments. By leveraging innovative approaches and community-driven solutions, these efforts contribute to broader goals of sustainable development and equitable education for all.

CONCLUSION

In conclusion, the outlook of secondary school learners in the developing world is shaped by a complex interplay of factors including educational access, socio-economic status, cultural influences, and technological advancements. While significant challenges persist, there is a growing recognition of the importance of equitable and inclusive education in driving sustainable development and empowering future generations. Efforts to address these challenges must be holistic, involving multi-stakeholder partnerships and targeted interventions to ensure that all learners have the opportunity to fulfill their potential.

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