



**"PROBLEMS OF EDUCATING YOUTH IN A
GLOBALIZING EDUCATIONAL ENVIRONMENT"**

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ABSTRACT

This article analyzes current pedagogical issues in youth education in the context of globalized education. It also proposes key principles for using artificial intelligence for educational purposes.

Introduction. In the current era of globalization, digital technologies, including artificial intelligence, are being widely applied to almost all areas of human life, including the educational process. This is changing the approaches of today's youth to obtaining and analyzing the necessary information in obtaining knowledge, communicating and working independently on themselves. Today's youth regularly interact with artificial intelligence not only through special educational platforms, but also through search engines, social networks, mobile applications, chat bots and other digital services.

This requires studying artificial intelligence not only as a technological tool, but also as a new socio-information environment that can influence the cybersocialization, worldview and values of young people. Also, in the context of globalized education or in the era of widespread use of artificial intelligence, the issue of educating young people poses the following new problems for educators:



- How is artificial intelligence affecting the moral views of young people?
- How will the role of educators and parents in raising young people change?
- How can we teach digital culture to young people in the era of cybersocialization?

Such problems make raising young people in a global environment one of the main pressing issues of today.

Main part. In the era of globalization, the role of artificial intelligence in our social life is creating new features in the upbringing of today's youth. As is known, initially the source of information for young people was the family, that is, parents, teachers, books they read, and the environment. In today's digital transformation, artificial intelligence tools have also been added to these sources. Such a change requires an analysis and reconsideration of the relationships between the subjects of the process of educating young people. Because, although artificial intelligence tools have the ability to answer various questions and provide recommendations, they cannot take on the moral responsibility of humans in the upbringing of young people and cannot fully replace their educational influence on them. Therefore, it is appropriate to view artificial intelligence not as a cyberpedagogue, but as a technological tool supporting the pedagogical process.

The correct use of artificial intelligence for pedagogical purposes opens up a number of opportunities:

- opportunities for learning. The student will have the opportunity to ask questions on various topics, ask questions again about issues he does not understand, and receive individual advice and explanations;
- support for creative activity. The student can compare different points of view on a particular moral problem, analyze controversial situations and form his own opinion;
- can serve to expand educational opportunities for children with disabilities;
- teach young people digital literacy. The main goal is not to make young people use artificial intelligence more, but to form the skills to use it consciously and responsibly.

In addition to the potential of artificial intelligence technologies, their misuse also poses the following specific risks in the education of young people:

- dependence on ready-made answers. If a student gets used to receiving ready-made answers to any question from artificial intelligence, his independent search and thinking activity may decrease;
- reliability of information. Artificial intelligence does not always provide absolutely correct information. Therefore, the student should be trained in the skills of checking information, comparing sources, and drawing conclusions based on evidence;
- digital culture. When using artificial intelligence, situations such as unauthorized entry of other people's personal data, creation of fake content, and plagiarism may occur. Therefore, in addition to teaching young people the techniques of using artificial intelligence, it is necessary to teach them the culture and ethics of using it;



- emotional impact. Currently, young people can use artificial intelligence technologies not only to obtain information and knowledge, but also as consultants. This situation further complicates the issue of properly organizing communication between young people with their parents, teachers, and friends.

Conclusion. In today's digital transformation, the rapid penetration of artificial intelligence into our social life poses new challenges for educators in the education of young people. It is no longer enough to simply teach young people how to use digital technologies. It is necessary to form a culture of conscious, critical, ethical, and responsible use of these technologies. This also determines the values on which young people should manage artificial intelligence and use it effectively. Therefore, one of the most important tasks in educating young people today is not to educate people who are suitable for technology, but rather to educate people who can use technology consciously and responsibly.

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OCCASIONAL SEMANTICS OF FLOWER NAMES IN MODERN UZBEK POETRY

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ABSTRACT

This article examines the occasional semantics of flower names in modern Uzbek poetry from a linguistic and linguopoetic perspective. Flower names such as gul (flower), lola (tulip), atirgul (rose), binafsha (violet), nilufar (water lily), and rayhon (basil) are analyzed in terms of their contextual and figurative meanings. The study demonstrates that these lexical units frequently acquire meanings that extend beyond their direct nominative meanings. In poetic contexts, flower names may symbolize beauty, love, femininity, youth, purity, longing, memory, and emotional experience. The research applies semantic, contextual, and linguopoetic methods to identify the mechanisms of semantic transformation.