

**“CHILD OF THE THIRD MILLENNIUM” PROGRAM: SOCIO-PHILOSOPHICAL,
PEDAGOGICAL, AND LEGAL FRAMEWORK FOR DEVELOPING A
HARMONIOUSLY DEVELOPED GENERATION IN THE CONTEXT OF
GLOBALIZATION**

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Abstract: This article provides a comprehensive analysis of the “Child of the Third Millennium” program within the framework of contemporary societal development. It examines the socio-philosophical foundations, pedagogical mechanisms, and legal guarantees for the holistic development of children. The study highlights the theoretical essence and practical significance of nurturing a harmoniously developed generation, emphasizing its alignment with both national traditions and universal human values.

Keywords: children’s policy, harmoniously developed generation, globalization, social philosophy, moral education, education system

At the beginning of the 21st century, human civilization has entered a stage of profound transformation. Rapid advancements in information technology, increasing complexity of social relations, and the deepening of globalization processes present unprecedented challenges for societies worldwide. Central to addressing these challenges is the human factor, particularly the upbringing of future generations. The sustainable development of any society primarily depends on the intellectual, moral, and social potential of its youth. In the context of globalization, children’s issues are no longer confined to the national sphere; they constitute a global concern. Modern children grow up under the influence of diverse information streams, cultural impacts, and social risks. Consequently, protecting children, safeguarding their rights, and ensuring their healthy development have become priorities in state policy. The “Child of the Third Millennium” program, implemented in the Republic of Uzbekistan, was developed precisely to address this need, offering a systematic and strategic approach to child development. The program conceptualizes children not as passive recipients of societal norms but as active social agents. From a socio-philosophical perspective, the interaction between the individual and society begins in childhood. Early education and upbringing, therefore, shape the future social structure. The core idea of the program is that by prioritizing childhood development, long-term societal progress can be ensured. Philosophically, the program is grounded in the principles of humanity, justice, and social responsibility. Humanity involves recognizing the child as a supreme value and protecting their dignity and rights. This approach aligns with contemporary humanistic philosophy and opposes violence, neglect, and coercion in education. Instead, the program emphasizes fostering children’s individual abilities and needs, nurturing them as independent, critical-thinking individuals. Implementation of the program’s principles spans all levels of the education system. In preschool education, pedagogical methods are designed to correspond to children’s psychological and physical development. Learning through play, developing communication skills, and fostering social adaptability are prioritized. In general secondary education, pedagogical technologies focus on critical thinking, creativity, and autonomous decision-making. Moral and ethical education occupies a central role in the program. Children are inculcated with national values, traditions, and historical memory, ensuring cultural continuity. In the era of globalization, maintaining national identity is a pressing concern, and

child education plays a decisive role in this process. The program also emphasizes instilling patriotism, national pride, and civic responsibility in children. Family institutions are recognized as critical in shaping a child's character. As the primary social environment, families influence a child's lifelong values and behavior. The program promotes enhancing parents' pedagogical culture and actively involving them in the educational process. Collaboration between families and educational institutions is identified as a key factor in developing children into harmoniously developed individuals. Legally, the program seeks to strengthen mechanisms for safeguarding children's rights. Respecting children's rights is both a legal and moral obligation. Within the program, children are educated about their rights and responsibilities, fostering legal awareness and cultivating citizens who respect the rule of law. This approach contributes to building a law-abiding society and a civil state. At the heart of the program is the concept of a harmoniously developed generation. Such individuals are physically healthy, morally mature, intellectually capable, and socially responsible. The sustainable development of society relies on the activities and values of such individuals. Therefore, the program treats the cultivation of a harmoniously developed generation as a long-term strategic objective. The "Child of the Third Millennium" program represents a comprehensive and forward-looking framework for the development of children within the context of globalization. By integrating socio-philosophical, pedagogical, and legal perspectives, the program ensures a systematic approach to nurturing the holistic potential of each child. At its core, the program emphasizes the formation of a harmoniously developed generation—individuals who are physically healthy, intellectually capable, morally mature, and socially responsible. The philosophical underpinnings of the program, grounded in humanity, justice, and social responsibility, provide a moral compass for educational practices. By recognizing children as active social agents rather than passive recipients, the program fosters critical thinking, creativity, and autonomy from early childhood. Pedagogical mechanisms are carefully designed for each stage of education, ensuring that children acquire not only knowledge but also practical life skills, ethical values, and social competencies. Moreover, the program places strong emphasis on the preservation and promotion of national identity, cultural values, and historical memory, particularly in the context of rapid globalization. It recognizes the family as the primary environment for socialization and value formation, highlighting the importance of parental involvement and collaboration with educational institutions. From a legal perspective, the program strengthens mechanisms for protecting children's rights, promoting legal awareness, and cultivating respect for the rule of law. These efforts contribute to the long-term goal of forming responsible citizens and establishing a civil society grounded in justice and equality. Importantly, the "Child of the Third Millennium" program aligns the interests of present and future generations, ensuring that the upbringing of children contributes directly to the sustainable development of society. It demonstrates that investing in children's holistic development is not merely an educational concern but a strategic approach to societal progress. In conclusion, the program exemplifies a model of integrated child development that combines ethical, educational, and legal dimensions, offering a sustainable roadmap for nurturing future generations. By focusing on the physical, intellectual, moral, and social aspects of childhood, it lays a strong foundation for producing active, responsible, and culturally grounded citizens. The long-term impact of such an approach is the creation of a society capable of facing contemporary global challenges while preserving its national identity, cultural continuity, and humanistic values.

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