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ANNOTATSIYA: Mazkur maqolada “Avlodlar nazariyasi” doirasida Z (1995–2010) va Alfa (2010-yildan keyin) avlodlarining dunyoqarashini shakllantiruvchi omillarni tahlil qiladi. Ushbu avlodlarning psixologik xususiyatlari, qadriyatlar tizimi, ijtimoiylashuvi va ta’limga bo’lgan zamonaviy talablari o’rganiladi. An’anaviy pedagogik model bilan zamonaviy yoshlar ehtiyojlari o’rtasidagi ziddiyat ko’rsatilib, ularga mos shaxsiylashtirilgan, interaktiv va texnologik yondashuvlarning ahamiyati ta’kidlanadi. Xulosa sifatida, ushbu avlodlarni tushunish va ularning salohiyatini ochish mamlakat istiqboli uchun strategik ahamiyatga ega ekanligi ta’kidlanadi.

KALIT SO‘ZLAR: Avlodlar nazariyasi, Z avlodi, Alfa avlodi, dunyoqarash, shaxsiylashtirilgan ta’lim, raqamli transformatsiya, pedagogik model.

THE FORMATION OF WORLDVIEWS AMONG GENERATION Z AND ALPHA YOUTH IN THE INFORMATION REALM

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ABSTRACT: This article analyzes the factors shaping the worldview of Generation Z (born 1995–2010) and Generation Alpha (born after 2010) within the framework of Generations Theory. The psychological characteristics, value systems, socialization patterns, and modern educational demands of these generations are examined. The study highlights the contradiction between the traditional pedagogical model and the needs of contemporary youth, emphasizing the importance of personalized, interactive, and technology-driven approaches. In conclusion, understanding these generations and unlocking their potential is of strategic importance for the future of the country.

KEYWORDS: Generations Theory, Generation Z, Generation Alpha, worldview, personalized education, digital transformation, pedagogical model.

ФОРМИРОВАНИЕ МИРОВОЗЗРЕНИЯ МОЛОДЁЖИ ПОКОЛЕНИЙ Z И АЛЬФА В ИНФОРМАЦИОННОМ ПРОСТРАНСТВЕ

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АННОТАЦИЯ: Данная статья анализирует исторические, технологические, социальные и культурные факторы, формирующие мировоззрение поколений Z (родившихся в 1995–2010 гг.) и Альфа (родившихся после 2010 г.), на основе «Теории поколений». В исследовании изучены психологические особенности, когнитивные стили, система ценностей, модель социализации и образовательные потребности этих поколений. Показаны противоречия между традиционной системой образования и потребностями современных поколений, подчеркнута необходимость персонализированных, проблемно-ориентированных, основанных на иммерсивных технологиях и геймификации современных педагогических подходов. В заключение отмечается, что глубокое понимание поколений Z и Альфа и создание соответствующих условий для них являются важным фактором обеспечения устойчивого развития и конкурентоспособности нашей страны.

КЛЮЧЕВЫЕ СЛОВА: Теория поколений, поколение Z, поколение Альфа, цифровой родной язык, персонализированное обучение, иммерсивные технологии, когнитивный стиль, система ценностей, педагогическая парадигма, конкурентоспособность.

In modern society, intergenerational changes hold profound significance not only in demographic indicators but also socially, culturally, technologically, and psychologically. Generations Theory provides a theoretical framework that explains how each generation is shaped under specific historical, economic, and technological conditions, developing distinct values, worldviews, and life strategies. Today, Generation Z (born between 1995–2010), which constitutes a significant portion of the world's population, and its successor, Generation Alpha (born after 2010), are demanding new perspectives and solutions not only in education but also in economics, culture, and politics, due to their unique psychosocial characteristics, technological competencies, and social expectations.

Generation Z, often referred to as "digital natives," is the first generation to grow up during the widespread adoption of the internet and mobile technologies. Generation Alpha, on the other hand, is considered the generation with a "digital first language," formed in an environment surrounded by artificial intelligence, virtual reality, the Internet of Things (IoT), and automated systems. The main factors shaping the worldview of these two generations include: the pervasive penetration of technology, the acceleration of global information flow, the convergence of traditional and new media, as well as increased awareness of ecological, economic, and social issues.

While numerous studies in scientific literature have explored the psychological traits, cognitive styles, communication, and learning strategies of Generations Z and

Alpha, a systematic analysis of the formation and development of their worldviews within the context of Generations Theory has not yet been sufficiently deepened. Therefore, the main objective of this article is to analyze the historical, technological, social, and cultural factors shaping the worldview of Generations Z and Alpha based on Generations Theory, to identify their value systems, attitudes toward education, professional and personal development prospects, and to propose ways to apply this knowledge to modern pedagogy and youth policy.

The Relevance of the Study lies in the fact that, as Uzbekistan is undergoing rapid development of a digital economy and shaping a new generation's education system, understanding Generations Z and Alpha and developing appropriate methodological, psychological, and organizational approaches for them is of strategic importance for the country's future. Through this article, striving to understand the evolution of youth worldviews and to provide practical recommendations that serve to fully unlock their potential is a requirement of the time.

Within the framework of Generations Theory, the personality and worldview of each generation are explained through the historical and technological "**formative moments**" that influenced them. Generation Z was shaped during the era of global terrorism threats (September 11th), the 2008 financial crisis, and, in particular, the emergence of social media platforms (Facebook, Instagram, YouTube) and the widespread adoption of smartphones. This instilled in them the necessity of constant connection, instant access to information, and processing life at high speeds. "**Always-on connectivity**" became a fundamental feature of Generation Z's psychological and social portrait.

Generation Alpha, however, has faced even more radical changes: the COVID-19 pandemic, the mandatory shift to remote learning, the entry of artificial intelligence into daily life (AI assistants, generative models), and the emergence of the metaverse concept. While Generation Z largely views technology as a "**tool**," Generation Alpha accepts it as an inseparable "**infrastructure**" of life. They are a generation blurring the boundaries between artificial intelligence, virtual environments, and the real world. This fundamental difference is also reflected in the ways the two generations communicate, learn, perceive time, and even build social relationships.

Analysis of Intergenerational Differences in Psychological and Cognitive Traits:

Attention and Cognitive Style: Research indicates that while Generation Z possesses multitasking abilities, they may face difficulties in deep and continuous information processing. In Generation Alpha, this tendency is even more pronounced: they prefer to acquire knowledge primarily through visual, interactive, and gamified

forms, in short and dynamic formats. For them, learning via animated videos or interactive simulations is more effective than reading long texts or traditional didactic materials.

Need for Security and Individualism: Having experienced economic uncertainty during their adolescence, Generation Z highly values stability, job security, and financial resilience. In the psychological profile of Generation Alpha, however, extreme individualism and a desire to independently determine their life path are predominant, stemming from growing up from a young age with personalized content and services (e.g., YouTube recommendations, personalized learning programs).

The Evolution of Sociality: For Generation Z, social networks are platforms that support and extend friendships and relationships from the real world. For Generation Alpha, however, virtual worlds (e.g., Roblox, Minecraft) are becoming arenas for real socialization and entertainment. In other words, for them, the concepts of "online" and "offline" are converging into a continuum where the distinctions are fading.

Specificities in Value Systems and Worldview:

Pragmatism and Result-Orientation: Both generations maintain a critical stance toward traditional sources of authority and knowledge (authors, teachers, corporations), evaluating any information or instruction based on its practical application and results. The question "Why?" is a decisive factor in their actions and decisions.

Inclusivity, Diversity, and Sustainability: Due to their broad awareness of global issues, Generations Z and Alpha are sensitive to matters of social justice, gender equality, environmental protection, and sustainable development. They strictly demand that an employer's, brand's, or educational institution's social responsibility and values align with their personal beliefs.

Creativity and New Forms of Self-Expression: Technology has afforded them the ability to easily express their ideas through video, design, code, music, or memes. Consequently, there is a significantly increased interest in independent careers (freelancing), the gig economy, and content creation over traditional corporate career paths when it comes to choosing a profession.

New Demands on Education and the Paradigm Clash with the Traditional System:

Many aspects of the existing education paradigm – simultaneous one-size-fits-all lessons, frontal teaching methods, standardized assessment – clash with the psychocognitive characteristics and expectations of Generation Z, and especially Generation Alpha. A modern education model that would be effective and motivating for them should be based on the following principles:

Deep Personalization: Creating an individual learning trajectory for each student based on their cognitive style, knowledge level, and interests, aided by artificial intelligence.

Problem- and Project-Based Learning (PBL): Developing critical thinking, collaboration, and creative problem-solving skills through projects aimed at addressing real-world issues.

Immersive Technologies and Gamification: Making the learning process deeper and more engaging by presenting educational content in virtual (VR) and augmented reality (AR) environments and utilizing elements of game mechanics.

Preparation for Non-linear and Adaptive Career Paths: Instead of preparing for a single lifelong profession, fostering the development of self-learning skills, adaptability, and the ability to **work at the intersection of various disciplines (STEM + arts, technology + humanities)**.

Thus, Generations Z and Alpha are distinguished not merely by an age gap, but fundamentally through their differing cognitive models, communication styles, value systems, and educational demands, setting them starkly apart from previous generations. Deeply understanding them, and reconstructing education, the labor market, and community relations by considering their psychological and social characteristics, is not only a pedagogical imperative but also one of the decisive factors in ensuring the sustainable development and competitiveness of our nation. Building a successful future depends precisely on understanding the unique worldview of these generations who speak the "digital native language" and fully unlocking their potential.

Research results indicate that, within the context of Generations Theory, the factors shaping the worldview of Generations Z and Alpha are systematic and complex in nature. This process is not just a logical outcome of technological progress, but a synergistic product of historical circumstances, global social shifts, and cultural transformations.

Generation Z was formed during the first wave of digital technology and social media development, accepting them as tools to simplify life. Generation Alpha, however, is growing up in a natural environment where these technologies are seamlessly integrated into all spheres of life, surrounded by artificial intelligence and virtual spaces. This fundamental difference between the two generations is clearly manifested in their cognitive approaches, communication models, value systems, and social expectations.

From a pedagogical perspective, it has been established that the existing traditional education system is failing to fully meet the psychological and cognitive needs of Generations Z and Alpha. Creating the personalized, practice-oriented, interactive, and technologically enriched learning environment they demand is an urgent task for contemporary education policy.

Understanding the worldview of Generations Z and Alpha and creating conditions suitable for them is not only a pedagogical achievement but also the key to ensuring the prospective development of society and the qualitative growth of human capital. A future-oriented approach provides the opportunity to hear the voices of these "digital natives" in our decisions today and to fully realize their potential.

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