

The Role of Philosophical Education and Upbringing in the Renewal of Society

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Abstract.

Disciplinary structures of education across Europe are rather different mainly due to the fact that education as an anthropological phenomenon is deeply rooted in specific cultural and national contexts. For this reason the role philosophy of education plays within the given national educational sciences is somewhat divergent and not easy to compare. In face of these difficulties the article argues

for a cross-national attempt using theorems deriving from modern systems theory. From such a perspective philosophy of education can be regarded as a special 'knowledge system' and its function consists in re-including what has been excluded in the process of rationalisation of education; it serves, so to speak, as a special type of reflection knowledge which is as timeless as it is necessary and therefore of meta-national relevance and indispensable for the process of Europeanisation of education.

Keywords. Hydroelectric complexes, reliability, safety, forced horizon, siltation, filtration, vertical draft.

Introduction

The philosophy of education and science is a dynamically developing area of research, which is directly related to the needs of the theoretical analysis of education as complex specialized system, its history, current state and development prospects. The purpose of our course is to form future masters understanding of current trends and contradictions development of education in the context of the formation of an innovative society, to identify the main directions of transformation world educational system, to determine the factors of evolution of education in the modern world.

The main objectives of the training course: in the field of pedagogical activity: studying the possibilities, needs and achievements of students and designing, based on the results obtained, individual routes for their education, upbringing and development;- organization of the process of education and upbringing using technologies that correspond to the age characteristics of boys and girls, and reflect the specifics subject area;- organization of interaction with colleagues, social partners;- using the existing opportunities of the educational environment and designing new conditions, including information ones, to ensure the quality of education;

- implementation of professional self-education and personal growth, designing a further educational route and professional career; in the field of research activities:- analysis, systematization and generalization of the results of scientific research in the field of education by applying a set of research methods in solving specific research problems;

In the field of project activities:

- designing educational environments that provide the quality of the educational process;
- designing educational programs and individual educational routes;
- designing the content of new disciplines and elective courses, as well as forms and methods of control and various types of control and measuring materials, including the basis of information technology;

In the field of methodological activity:

- study and analysis of professional and educational needs and capabilities of teachers and designing on based on the results of the routes of the individual methodological support;
- research, design, organization and evaluation of the implementation of methodological support using innovative technologies;
- organization of interaction with colleagues and social partners in solving urgent scientific and methodological problems;
- the use of existing opportunities in the educational and social environment and the design of new environments, including including, information, to ensure the development of methodological support;

in the field of cultural and educational activities:

- study and formation of cultural needs and raising the cultural and educational level of various groups population, development of educational strategies;
- creation of educational programs and their implementation in to popularize scientific knowledge and cultural traditions;
- the use of modern information and communication technologies and the media to solve cultural and educational problems;
- formation of an artistic and cultural environment that contributes to the satisfaction of cultural needs and the artistic and cultural development of certain groups of the population.

The course "Philosophy of Education" is an obligatory element of the master's professional training, which forms basic ideas about the learning processes and education of people in society. "Philosophy of Education and Science" to the general scientific cycle and provides a logical relationship between general educational and professional disciplines.

Main part

At one time, in the so-called Soviet period in the development of the methodology of pedagogy, researchers tried to build a linear structure of methodological knowledge, which boils down to such a systemic chain: the patterns of the pedagogical process - pedagogical laws - pedagogical principles, embodied in the theories of education and training in the form of content and procedural components. Given the dominance of a certain social ideology, this approach was justified. Later, the realization of the fact that methodological pedagogical knowledge, directly related to philosophical, worldview and value orientations, cannot have an unambiguous understanding, led to a rethinking of universal methodological structures. There was a possibility of the simultaneous existence of theological, anthropological, existential and other views on the essence, meaning and value of human existence, which, in turn, led to an understanding of the possibility of functioning of various pedagogical methodologies within different paradigms and to the need to turn to the philosophy of pedagogy as knowledge, allowing to solve both theoretical and practical issues of upbringing and education more meaningfully, productively.

The systematization of pedagogical knowledge on new principles today is not an end in itself - it is needed not so much in order to once again make a kind of inventory of the accumulated pedagogical information, but in order to identify the basic principles of their most expedient and productive use in

practical pedagogical activity through the most appropriate combinations, combinations of elements of already known systems, technologies, teaching and upbringing methods, and, in addition, to determine the main strategic guidelines for pedagogical searches. The object of the philosophy of education is the generalized pedagogical reality of the past and present, expressed in the form of ideas, directions, concepts, systems, models, programs, theories, technologies, etc., that is, the sum of documented knowledge related to the educational sphere. The subject of the philosophy of education is the natural and stable interrelations of methodological knowledge structures related to the pedagogical sphere, the possibilities and conditions for their combination, combination, interaction in the real educational process. The main tasks of the philosophy of education: - analysis and understanding of the current state of education systems; - study of the direction of strategic changes in the field of education; - studying ways of systematization and structuring of pedagogical knowledge; - identification of the most optimal criteria and methods for structuring pedagogical knowledge; - study of psychological and pedagogical mechanisms of educational influences (interactions) within the framework of different models and types of education; The implementation of these tasks requires understanding the accumulated knowledge in subject areas, referred to as the philosophy of education or the philosophy of education.

The educational process is characterized by a certain set of regularities and laws of different levels of generality, which are in relation to each other in hierarchical relationships. By means of principles and rules, regularities and laws are fixed, the action of which in the educational process is revealed and taken into account in its study, design and organization. The first group of patterns (private level) includes pedagogical patterns - those that appear between the elements of the educational process, organized in accordance with a certain model (type) of education. For example, certain sets of pedagogical patterns characterize such types of education as supportive or innovative, or such models of education as traditional or student-centered. A certain type or model of education is formed under the influence of patterns and laws that are established between the elements of society, which includes the education system. And socio-cultural patterns (of a general level), characterizing a certain type of social structure, determine the nature of pedagogical patterns, also manifesting themselves in the educational process. This knowledge about the laws of development, the laws of human development, cognition, etc., belongs to philosophical knowledge. The need for philosophical knowledge for pedagogy is also revealed when there is a transition from one social structure to another. In addition to all of the above, the connection between the philosophy of education and pedagogy can be realized only through the correlation of their subjects. This means that the philosophy of education is formed on the basis of the selection from philosophical knowledge of what allows you to study and understand the subject of pedagogy as deeply as possible. At the same time, the philosophy of education as a branch of philosophy focuses on its subject.

Attempts to turn to the most modern and widespread philosophical theories and concepts in search of solutions to the problems of the development of the philosophy of education itself have not stopped for decades. The close connection of philosophy with the theory of pedagogy even leads to the fact that, for example, in Great Britain they are inclined to think that the philosophy of education and the general theory of pedagogy are one and the same. But most modern scientists dealing with issues of worldviews and ideologies believe that the philosophy of modern education is an intermediate link between the philosophy and theory of pedagogy, which arose in order to solve those complex problems that grow at the intersection of philosophy and pedagogical activity, and it is the philosophy of education that is called upon to play the role of ideological and methodological foundations for reforming modern education. Let's try to be specific. The main functions of the philosophy of modern education: creating opportunities for choosing philosophical ideas or a specific philosophical system

as a general methodological basis for solving important problems of pedagogical activity and the entire process of reforming modern education;

didactic technologization of pedagogical problems and philosophical ideas in order to introduce them into pedagogical practice and verify the truth or develop the theoretical and practical pedagogical mechanisms corresponding to them for entering the processes of personality formation; identification of general patterns of the reverse action of education on philosophy; playing the role of a general methodological basis for systematizing all the functions and elements of pedagogical activity both in the theory of pedagogy and in any kind of pedagogical activity, in the pedagogical process. Hence, the following problems of modern philosophy of education are possible:

- the formation of a new type of worldview among future generations, the general initial principle of which is formulated approximately as follows: the solution of global problems should become the main goal (interest, value) for modern humanity, and this is impossible without subordinating all types of our activities for this purpose. The development of such a worldview requires the unity and interaction of new areas of philosophy and education;
- finding ways to solve by means of education the main issue of the modern philosophy of education - the establishment of peace in the world and in the souls of people, the ability to listen and understand what is not one's own, to be tolerant of someone else's;
- education of the younger generations on the ideas of noospheric civilization, which would ensure the harmonious interaction of man with nature and other people and could lead humanity out of a crisis state;
- affirmation in the ideological principles of the younger generations of understanding the need to combine, in order to solve the global problems of mankind, technocratic and humanistic directions;

But in general, a number of scientists consider one of the main problems of modern education to be the improvement of the quality of functioning of any educational system and the guarantee of this quality, which today is closely connected with innovations. Here immediately arises the problem of resistance to innovative change - it consists in numerous barriers to improvement. Although, by the way, there is such a phenomenon in education - the total introduction of the new ... And the idea that the philosophy of education is called upon to play an important role in understanding the essence and goals of modern education is quite appropriate - our science is called upon to determine from which philosophical and anthropological positions one should understand person, the personality of the child; what is the anthropological basis of education; on what epistemological principles the understanding of the processes of cognition and learning is based; what is the methodological basis of didactics; what value-ideological guidelines characterize the position of the individual in modern culture; what is the line of understanding the socio-cultural foundations of the life of the individual and society.

Some authors adhere to such a point of view on the modern philosophy of education - this is the oldest and inexhaustible dialogue between the two sides of the same understanding of the process of formation and development of the human personality. In antiquity, philosophy was the first science from which mathematics, geometry, ethics, aesthetics, pedagogy, and other disciplines arose. In the Middle Ages, pedagogy was closely connected with philosophical theology. In modern times, every major philosopher turned to the problems of knowledge and cognition, education and upbringing. And outstanding teachers of the past - from Comenius to Ushinsky - solved pedagogical issues based on philosophical problems. This trend continued into the 19th century. In the 20th century, many already believed that questions about the essence of the world, nature, society, and man are studied only by special sciences. And the privilege of philosophy is the study of consciousness and knowledge. Today it is clear that classical concepts that claim to solve all philosophical problems are a thing of the past. Today is the time for dialogue. It is wrong to present modern pedagogical thought without addressing

philosophical phenomena, since the representation of the phenomenon of education is equivalent to the representation of the phenomenon of man. The forms of manifestation of human capabilities are almost always dialogic - they act as an event of a teacher and a student. The modern dialogization of communication between the subjects of educational activity makes it possible to connect different concepts, removes the inconsistency of other truths and points of view: - the teacher asks questions, builds a dialogue, discovers meanings from modern contexts, creates conditions for the transformation of the text into phenomena of the student's consciousness; - the student becomes an active, conscious participant in the dialogue due to the fact that the teacher acts as a creative intermediary between cultural texts and the student.

The main task of the philosophy of education, most likely, today is the need to identify patterns in the changing image of rationality in order to systematically influence the structure of the organization of education and bring it into line with the needs of the individual and society. Classical objectivism and universalism focused education on the search for universal laws of education and upbringing, their forms, ways and methods, which, on the one hand, contributed to the democratization of education, but, on the other, led to the unification and regulation of pedagogical activity. In the philosophy of education, based on the principles of a non-classical type of rationality, education is understood as a process aimed at developing an individual, creative beginning in a person in order to contribute to the formation of him as a person. By the way, the idea of the initial inequality of individual qualities and abilities of the child leads to the rejection of the ideal of a comprehensively developed harmonious personality. The affirmation of human subjectivity contributes to the recognition of many pictures of the world, the pluralism of ideas, views on the phenomena of reality, corresponding to the interests, needs, values of both students and teachers. Hence the refusal to create universal educational systems, and the development of pedagogical techniques that take into account the uniqueness of the student's personality. No matter how pedagogy is understood - as a strict science or as an art - the student as a unique individuality is in the center of her attention. Today there is also a blurring of the boundaries between education and upbringing - the emphasis is placed on the integrity of the individual, where the non-rational, unconscious, being a source of creative activity, plays no less a role than rational thinking. Once upon a time, education was aimed at developing the intellectual abilities of the student by mastering the methods of scientific disciplines, and not their results, and together with education, in all its forms, was called upon to contribute to the realization of the individual inclinations and capabilities of the child.

Philosophy has always sought to comprehend the existing system of education and its management, and to formulate the prospects for the educational system of the future. The development of issues of education and upbringing in one or another philosophical system was associated with the search for the most fundamental foundations and priorities of education. Under the modern philosophy of education in the world today, they understand the actual problems of philosophical thought of the last hundred years. Currently, there are various typologies of modern philosophy and the criteria for these typologies - the philosophy of education is developing in different directions and involves the identification of historical forms of the relationship of educational knowledge with philosophy. The genetic, or historical, substantiation of the philosophy of education is today one of the promising approaches in this field of research both abroad and in Russia. It is still difficult to give a complete historical explanation of the social and spiritual foundations of the philosophy of education in its entirety, to single out stages of development, periods, directions. Each scientist who studies the formation of the philosophy of education as a scientific field of knowledge uses his own interpretation of schools and trends.

The analytical direction includes not only philosophical approaches that are combined in line with analytical philosophy (for example, the analysis of concepts, language), but also those that focus on

the study of logical and epistemological criteria for critical thinking; in certain areas of the theory of liberalism in the light of education, etc. This direction does not prescribe what should be in education, but clarifies the rational methods by which the choice should be made. From the point of view of the critical direction, philosophy is presented not as a set of tools or an abstract, programmatic theory, but as an essential individual and social obligation, tending to protect and serve certain group interests. Thus, the key philosophical ideas expressed by philosophers of education (reflection, anti-hegemony, critique of power, emphasizing differences, etc.) stem from their ability to respond to the challenge of an oppressed society and to enable individuals and groups to reflect, raise questions and change their living conditions. In its pure form, all three directions do not exist, since they are interconnected. But in general, most philosophers of education adhere to the positions of the analytical philosophy of education, which occupies the golden mean in relation to the theory of education and to all research - it simply sets the task of defining or clarifying such educational concepts as "teaching", "learning", "capacity", including itself. the concept of "education"; clarification and criticism of educational slogans such as "teach children, not objects"; the study of models used to make sense of education, and the analysis and evaluation of arguments and methods for understanding by teachers, administrators, philosophers, scientists or legal scholars. We have already written above about the growing importance of education management in the process of forming new educational systems - the features of management in the new millennium are expressed in the need to solve the problems of education not only within the framework of national educational systems, but also at the level of national policy, at the international, transnational levels. And this, of course, requires the state to prioritize the development of promising educational systems, review the role and functions of the state in financing and organizing education, attract extra-budgetary funds to the education sector and tax investment incentives, and use various social institutions, mainly enterprises, in solving problems of education. and families, revising the role of educational institutions and the students themselves in the organization of the educational process.

Conclusion

Some authors adhere to such a point of view on the modern philosophy of education - this is the oldest and inexhaustible dialogue between the two sides of the same understanding of the process of formation and development of the human personality. In antiquity, philosophy was the first science from which mathematics, geometry, ethics, aesthetics, pedagogy, and other disciplines arose. In the Middle Ages, pedagogy was closely connected with philosophical theology. In modern times, every major philosopher turned to the problems of knowledge and cognition, education and upbringing. And outstanding teachers of the past - from Comenius to Ushinsky - solved pedagogical issues based on philosophical problems. This trend continued into the 19th century. In the 20th century, many already believed that questions about the essence of the world, nature, society, and man are studied only by special sciences. And the privilege of philosophy is the study of consciousness and knowledge. Today it is clear that classical concepts that claim to solve all philosophical problems are a thing of the past. Today is the time for dialogue. It is wrong to present modern pedagogical thought without addressing philosophical phenomena, since the representation of the phenomenon of education is equivalent to the representation of the phenomenon of man. The forms of manifestation of human capabilities are almost always dialogic - they act as an event of a teacher and a student.

Conclusion. The modern dialogization of communication between the subjects of educational activity makes it possible to connect different concepts, removes the inconsistency of other truths and points of view: - the teacher asks questions, builds a dialogue, discovers meanings from modern contexts, creates conditions for the transformation of the text into phenomena of the student's consciousness; -

the student becomes an active, conscious participant in the dialogue due to the fact that the teacher acts as a creative intermediary between cultural texts and the student.

Pedagogy addresses the philosophical questions of being, and at the same time philosophy deals with the problems of human development. Philosophy as a type of thinking is distinguished by many unique features. This is thinking of a higher order, based on the laws of universality. The dialectics of single, special, general phenomena is presented in a philosophical aspect at the level of universal laws of nature, man, society, thinking. And another distinctive feature of the philosophical type of thinking is the overcoming of the egoistic type of cognition and evaluation of phenomena. I. Kant believed that, unlike ordinary reasoning, philosophical wisdom takes into account the common good. Philosophical thinking, realizing man and the world in the light of ultimate goals, always takes into account the common good and the highest values of a civilized community. Philosophy is a science, worldview, the art of thinking at the same time.

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