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## Education As A Factor Of Development

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### ABSTRACT

This article addresses the impact of education on social development. Because, as in all areas, today's globalization process has a different impact on education. It was noted that the application of the achievements in the field of social sciences and humanities in pedagogical activities in the effective solution of tasks such as the prevention of these influences, the training of competitive and promising personnel is becoming more urgent. The article also emphasizes the importance of fulfilling a number of tasks facing the educational institute. In particular, mastering the acquisition and use of knowledge, mastering the use of information technology as a tool, mastering the introduction of social and professional communication, becoming functionally literate, mastering the choice of goals and ways to achieve them.

### KEYWORDS

Education, upbringing, pedagogical activity, scientific achievements, development, development dynamics, pedagogical process.

### INTRODUCTION

Ensuring man and his maturity is the basis of theological, philosophical, psychological, ethnographic, medical, legal, anthropological, economic, sociological teachings. Researchers in these areas have studied a number of

historical sources, conducted empirical research and wrote works based on their findings. Because the formation and development of individual spirituality remains the main task of education today, the

fulfillment of this task not only imposes a great responsibility on those who carry out educational and pedagogical activities at different levels, but also requires a special dedication from them. In this regard, as the President of the Republic of Uzbekistan Shavkat Mirziyoyev said: "... if we aim to turn Uzbekistan into a developed country, we can achieve this only through rapid reforms, science and innovation.

To do this, we must, first of all, nurture a new generation of knowledgeable and qualified personnel who will emerge as enterprising reformers, think strategically. That is why we have started to reform all levels of education, from kindergarten to higher education.

... As the sages of the East say, "The greatest wealth is intelligence and knowledge, the greatest heritage is good upbringing, and the greatest poverty is illiteracy!"

Therefore, for all of us, the acquisition of modern knowledge, true enlightenment and high culture must become a constant vital need "[1]. Indeed, in recent years, the attitude to science and education in Uzbekistan has changed for the better, and as the scale of reforms in this area has expanded, many changes have taken place in science and education as a result of the measures taken.

However, despite the ongoing reforms in the education field and science, there are some problems in the sector. In particular, the 7th plenary session of the Senate of the Oliy Majlis, held on 11 September this year, noted the unsatisfactory indicators of the development of scientific activity in Uzbekistan. In particular, despite the fact that funding for science today is only 0.2% of GDP, the "Innovation Development Strategy" provides for an increase in funding for science

by 2021 to 0.8% of GDP. the figure remains stable at 0.15 percent in 2018-2020.

It is also noted that with the increase in the number of higher education institutions, the formation of a new material and technical base on the ground, the insufficient share of professors and teachers of educational institutions and the low level of scientific potential.

According to the analysis, in the last three years, the defense of dissertations of basic doctoral and doctoral graduates accounted for 54.7%. It was noted that the problem of creating adequate conditions for masters to continue their research has not been fully resolved, as well as the low level of scientific activity in educational institutions in the regions of the country, 66% of dissertations are in Tashkent, 34% in the regions and the Republic of Karakalpakstan"[2]. So, in order to achieve the effectiveness of the ongoing reforms in the field of science and education in the eyes of expert scientists and volunteers in the field, what tasks should be performed to overcome the shortcomings and problems? There is a problem. At the same time, it is important to carry out urgent tasks such as educating devotees of science and education, providing quality education. T. Alimardonov, Doctor of Political Sciences, commented on the issue: "The problem is that when we say education, we mean only the institutions of the education system. For this reason, education came into being in isolation from social life and the relations of production. The coherence of education must be ensured not only by the coherence of the educational process, but also by all the production relations of society as a whole. The philosophy of education must be reflected in the political, economic, socio-spiritual life of society. The purpose of education is, in fact, to meet the

needs of society. In our case, the society operates according to its own rules, and education according to its own rules. As a result of this imbalance, potential and talent do not find their value in society. In other words, the teacher educates the student to be fair and courageous, but the system of a society in which the spiritual foundations are not formed cannot accept or encourage such qualities. As a result, there are huge gaps and differences between the spiritual and material life of society.”[3]

### MATERIALS AND METHODS

To do this, first of all, it is necessary to use the achievements of science and technology as a tool to ensure that teachers, educators, coaches and teachers with special competencies, who are specially trained to teach in accordance with specific scientific ideas, are engaged in educational activities at a professional level. It should be noted that the importance of the formation of qualities and attributes in people is determined by the socio-cultural problem expressed in society in various forms and manifestations. More precisely, as a result of determining the cause of the problem and the content of the factors influencing it, the society as a social customer determines that the educational institution performs a number of functions to ensure that this situation is not repeated. These tasks have a complex structure, and only when it is carried out systematically, it is possible to form the following:

- To master the rules of ethical norms, types of domestic and social life;
- To master the ways of forming worldviews and acquiring perceived life values;
- Social activism, learning to care for the environment and the person;

- To learn how to hide negative emotions by showing positive ones;
- Mastering the acquisition and use of knowledge;
- To master the use of information technology as a tool;
- To master religious, national, professional, interethnic social tolerance;
- To master social and professional communication;
- To master cooperation;
- To master social roles;
- To master the essence of social and professional responsibility;
- Be functionally literate, choose a goal and learn how to achieve it;
- Career choice, adaptation to the professional environment, etc. [4].

The result of pedagogical activity is necessary for the formation of a person, a selfless professional, who embodies a model of exemplary behavior, and synthesizes it with educational activity, educational activity in ensuring its content. As a result of synthesis, a person with a high purpose and belief for society, knowledgeable and intelligent, high taste and pragmatic (this is a state of distinguishing between good and evil, distinguishing between good and bad, a state of sound thinking about a particular situation), able to control emotions and provides for the institutionalization of individuals in terms of the tasks of education and upbringing, with the aim of educating them, who, in a word, individually embody spiritual qualities, who treat various subjects at the level of domestic and cultural norms. The following wisdom is found in Khusraw Dehlavi:

Who is less reasonable, less humane,  
An example of the dead is in the living [5.120].  
The issue of educational and pedagogical activity has historical-scientific and modern-

scientific significance. It can be pointed out that great thinkers who have lived and worked in different parts of the world in historical times have expressed their views on the role model of the perfect man (such as yoga and psychotechnics in mysticism) by scientists and commented on the factors influencing its upbringing. The modern scientific significance of the issue in social relations, including "acmetechonology", "innovative development", "intellectualism", "intellectual supply", "intellectual resource", "innovative activity", "customer-centered approach to service", "analytical activity" and is manifested in the rapid application of concepts such as "technologization". This can be explained by the fact that the system of knowledge is improving and stereotypes about man and his lifestyle are changing.

In addition to being an important factor in the development of education, it also participates at all levels (in terms of sectoral, historical, etc.) in ensuring the life of society and the implementation of reforms [6.47-51]. This, in turn, shows that educational activity is a feature of improvement, in which education as a social institution dominates.

Education is the systematic and dynamic development of every sector of society, the creation and introduction of new technologies, their improvement, their diagnosis, forecasting, timely detection of threats, risks and dangers to the industry, the methods of their harm and determines the order of use of tools.

Discipline, on the other hand, ensures that the normative principles to be followed in their application in practice are acceptable to the individual and to the members of the community (group).

## RESULTS

If we consider that the problem of education in the past (hundred years) was to ensure the universality of education (equality for all), today's education problem is to ensure the quality of education for all (quality education for all). This, in turn, raises the issue of the next task before education, that is, the issue of providing each student (individual) with quality education by type and specialty.

Some sources emphasize the methods of teaching, the use of new technologies in education, pedagogical skills, monitoring of pedagogical activities, the use of computer technology in the teaching process, and approach the learner as a participant in the educational process [7.83, 8.168, 9.440]. In our opinion, the role of students in the proper performance of their functions, in particular, their attitude to the educational institution, their specialization, professors and teachers, the subject is the basis for the effective conduct of the pedagogical process. This includes ensuring that their learning, motivation, expectations from the learning process, values, basic culture, the correct formation of the goal, the level of spirituality, and the purposefulness of the learning and teaching process. It should be noted that the cooperation of faculty and students, the competence of those involved in the organization of education, the need for education in society, the speed of implementation of research results, the relationship of production, science, technology and other influences are important.

## CONCLUSION

1. Education is the basis of development and requires improvement as a result of the implementation of industrial, scientific and

technical achievements in practice. The mechanism of improvement is determined by the results of scientific research. This, in turn, requires the use of the results of research carried out within the framework of philosophy, more precisely, the philosophy of education, which determines the general methodological basis.

2. It requires the development of pedagogical measures using the results of research in the field of educational psychology to ensure the motivation of participants in the educational process and the planning of the educational process, distinguishing the leading activities in the system of activities.
3. The enterprise that orders education requires the use of the achievements of such disciplines as sociology of education and the law of education to determine what to expect from the institute of education, various institutions, society in general, what kind of specialist to train. It is clear that the research in this area is not in another social space, but the problem has arisen, the results of the research should have been obtained as a consequence of studying the current situation.
4. In determining the topic of scientific research on education, special attention should be paid to their membership, that is, scientific research in one field, complements the research in another field and creates a holistic complex.

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