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SOCIO-PHILOSOPHICAL BASIS OF EDUCATIONAL SYSTEM DEVELOPMENT

Abstract: In this article we will talk about the elements of the educational system, the human factor in the development of the educational system, the legalities between educational processes and social life, and the socio-philosophical basis of the development of the educational system.

Key words: education, development, human, state, society, object, subject, idea, law, legality, system, process, social, economic, cultural, spiritual, substantiation, methodology, principle, criterion, factor, basis.

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Introduction

Education performs important functions when it comes to solving goals and tasks that are specific to Man, social groups and society, bringing it to perfection both spiritually and enlightenment. Education, realizing the ability of a person to develop himself, enriches his worldview, Thinking, gives the spirit of creativity to the life of a person. Education is manifested in the form of conditions, obligations and opportunities associated with the satisfaction of the spiritual needs of society and its members, is a factor that promotes, maintains and balances of social processes and relationships. The educational system is a complex system that includes social stability in society, the way of life of people, the takomil of man.

Education is an incredibly multifaceted and broad-based social organism. Education embodies the ideological supply of moral, religious, political, economic, legal, spiritual and ideological relations between people and their realization of the practice of innovation in society when interpreted in the modern spirit. This fully corresponds to the legislation on the common link between educational entities and cultural existence.

S.Lebedov said "A philosophical understanding of education is an expression from the sum of knowledge based on the general laws of human existence and the way of thinking, which are

connected with the change and development of society". In the content of such generalization from a philosophical point of view, there is an analysis of everything that forms the material and spiritual world in terms of its level, and from a pedagogical point of view, an analysis of the phased and prospective features of the design of the educational process"[1].

Based on the interaction between the elements of the educational system, the educational process and social life, laws and laws will constantly exist, these aspects will determine the characteristics of the existence of Man and the tendency to progress at all times. Ensuring the dynamic and sustainable development of these features is associated with the level of organization of the processes carried out in the educational system on an innovative basis. Philosophical observation of the educational system determines the features of innovative development of education, as well as the legalities. The law of denial of denial of the existing in the science of philosophy is consistent with the content of creating new values by denying the processes that existed before in the development of innovation in education.

It is also wrong to put the existing types of education against each other, to consider one of them as important in their development, and the other as inappropriate. The natural, technical, technological, social, humanitarian and legal spheres of education

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are interrelated. In each historical period, in accordance with the spiritual potential of society, political and legal culture, a method of managing education is formed and practiced. Education is governed by means of economic, social and cultural relations, public policy helps to improve economic relations.

It is important to understand the theoretical and practical aspects of the development of the educational system, to take into account the following world-recognized features in its philosophical perception:

1. Comprehensive training of people for accelerated reforms of society in a rapidly changing and developing modern environment;

2. Increase the activity of educational processes in the conditions of rapid penetration of global traditions, rapid manifestation of large-scale features of an informed society, increasing the need for processes of international scientific and cultural relations, spiritual and educational tolerance;

3. To accelerate the process of development of values aimed at the organization of integration in the field of education at the international level in order to educate the younger generation in the spirit of universal values, to realize their abilities, aspirations and needs;

4. Acceleration of democratic traditions in society, pluralism, diversity of opinions, acceleration of social and economic reforms, increasing civil responsibility and social activity of the younger generation in the conditions of high competition in the educational system.

Social competition, the need for progressive ideas, ensuring the harmony of state and human interests follow the sphere of education as important laws of innovative development. G.Sultanova noted that "today the world civilization is becoming a community of postindustrial countries, the globalisation of information, computerization and different cultureslarar the communication has led to serious changes in the spheres of human life, science and the way of thinking. The processes of differentiation and integration taking place in the fields of philosophy and science lead to the emergence, first, of paradigmatic innovations, and second, of a new type of philosophical and scientific thought"[2].

Social welfare and social harmony are closely connected with the formation of a perfect human personality, the creation of the foundations of civil society, the development of legal knowledge and culture. Achieving efficiency in the education sector in the conditions of market relations inevitably necessitates its radical reform of innovation. The formation of a perfect human personality in the restoration of civil society is considered the main goal of the development of the educational system.

In general, the concept of "education" - along with all pedagogical, psychological, social sciences, belongs to natural sciences, and is considered one of their important categories. Therefore, it is worthwhile to study the concept of education in more detail. If we pay deep attention to the analysis of the meaning of the word "education", then suddenly we are faced with the fact that this term has not one but many meanings. The meaning of the word "education" often refers to it, regardless of its type, individual characteristics, time of existence and the like, there are also general concepts that are relevant to all educational relations.

Philosophical understanding of Education derives from its social nature. Philosophical Sciences have historically served to arm the sphere of education with new ideas. These ideas relate to the theory and methods of cognition, which are the core of the educational process in the educational system of philosophy. According to Q.Nazarov about the theory, philosophy "by solving this or that task in the field of scientific knowledge, it puts before us new tasks and motivates us to solve new ones, with the solution of a particular issue, it affects the process of new thinking" [3].

Any reflections on society also fully correspond to the purpose and content of the educational system, constitute an ideological supply of the processes in it, since education is one of the main substantive parts of the social sphere of society. First of all, many models of education, that is, from free cognitive processes to personality-oriented education, have played an important role in philosophical anthropology at all times. In other words, the practical realization of any ideas associated with the development of education should be considered as a product of the philosophical way of thinking, and ultimately new research, technological and methodological processes occur in the field of educational practice.

In the knowledge accumulated about society, there are many opinions about the educational system of philosophy, about the development of enlightenment and spirituality. According to S.Gessen,"the role of philosophy in bringing the theoretical foundations of the educational system into existence is high, and it is a practical philosophy in reality" [4]. Interdependence of philosophy and education in every branch of pedagogy there is philosophical knowledge, which gives it a social status.

Although in the modern educational system, knowledge is formed on the impact of philosophical knowledge on the development of educational processes, they are not systematized. Today, it is worthwhile to conduct practical research on the integration of these knowledge into a single system, their methodological regulation, the harmonization of philosophical concepts and pedagogical knowledge. At present, there is a wide variety of scientific knowledge on the philosophical basis of

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understanding of the educational system, they are paid for the development of educational styles and technologies.

Thus, the philosophical basis of educational models in the organization of certain pedagogical processes is being developed on a harmonious basis with each other. Philosophical knowledge is harmonized in education on the basis of the harmony of modern philosophical concepts in combination with previously created philosophical ideas. Therefore, when developing the educational system together with philosophical knowledge and ideas are introduced on the basis of specific philosophical teachings, not only the theory of modern education, but also its practice is enriched in a wide range.

Taking into account the fact that the human factor plays a key role in the development of the educational system, it is important not to underestimate the existence of synergistic method properties, to take into account the presence in the body of the bifurcation worker is an engine. Philosopher scientist A.Saitqosimov believes that "the principle of self-organization of synergetics is an important feature of research and analysis of complex social problems in society, the creation of modern scientific concepts. Synergetics also embodies the socio-philosophical features that give a person

creative activity in the practice of theories of personality society and the laws of social development"[5].

On the basis of the concept of the educational sphere, the analysis conducted on its philosophical content, we put forward the following socio-philosophical criteria of the educational system and its improvement:

- the sphere of education is an important branch of social life, manifests the characteristics associated with the human factor and the provision of its place in society, manifested in the relationship between the educator and the educator;

- ensures the harmony of the interests of the participants in education, forms a whole set of characteristics manifested in the processes of education and training, further elevates the social status of the individual;

- to ensure spiritual and educational perfection of man, to educate a harmonious generation, to actively engage in social work, to spend a productive life, to serve the richness of the content of life;

- education is manifested in the form of conditions, obligations and opportunities related to the satisfaction of the social and legal needs of citizens associated with education and training.

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