



# **SOCIO-PHILOSOPHICAL ANALYSIS OF THE INNOVATIVE DEVELOPMENT OF THE EDUCATIONAL SYSTEM**

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## **ABSTRACT**

*This article is about the elements of education processes and laws between social life and the social-philosophical analysis of developing innovative educational process.*

**KEYWORDS:** *Education, human, government, society, innovation, object, subject, idea, law, system, process, social, economical, cultural, spiritual, substantial, methodology, principles, measure.*

## **DISCUSSION**

World development can not be imagined without achievements of Education, Science and education. Socio-economic development in the world is closely related to the innovative factors that arise through the education system and the human capital that is its product. Innovation knowledge and technology play an important role in this process, and its results are significant and have a positive impact on society and human well-being. Education as an important social institution is an important advantageous system of features of the growing development in the world community in the 21st century. One of the most important tasks of today is the creation of a model of education that gives impetus to the development trends of social life, armed with the necessary innovative knowledge of economic processes.

In each changed historical period, a new approach to the essence of Education arises, that is, the need for an innovative approach. In the educational systems created in different historical periods, the spirit of the period, the spiritual, social and economic potential of society are reflected. Theories and teachings in the educational system always arise from the need to solve the complex problems faced by society. Education has become a vital extension in the creation of innovative doctrines rather than the doctrines that have been practiced so far with the development towards progress thanks to advanced scientific doctrines .tiradi

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 "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," said. 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, 11].

Another key feature of the innovative development of the educational system is that it is designed for the formation of a person on a social basis and for the development of a person. Both aspects are process that serves the overall development of society. The main features of human development are measured by the perfection of his consciousness and thinking, his tendency to innovations and modern values, his need for mastering the knowledge available in society, his ability to solve social and economic problems, etc. Also, in his speech titled "There is no limit in



education" in 1974, the scientists of the Roman club noted that this is innovation, the main source providing and supporting the development of education"[2,687].

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

1. Rapid reforms and innovative development of society in a rapidly changing and developing modern conditions tomonlama comprehensive training of people;

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 are the cause of the emergence of paradigmatic innovations, and, secondly, of a new type of philosophical and scientific thought"[3, 7].

The practical realization of any ideas associated with the development of education should be considered as a product of the philosophical way of thinking, as a result of which new research, technological and methodological processes occur in the practice of education in the field. 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, philosophy "with the solution of this or that task in the field of scientific knowledge, putting before us new tasks and motivating to solve new ones, with the solution of a particular issue, it affects the process of new thinking"[4, 219].

Philosophical knowledge forms the methodological basis of education, that is, it plays an important role in the methodological and innovative organization of research, design and educational process in pedagogical activity. It is precisely these philosophical studies that give impetus to the adoption of systemic, activity-based, cultural and value-related concessions in education, which lead to the development of the educational sphere. Views on the philosophical understanding of Education will help to clarify the role and status of the industry in society, identify important characteristics that are aimed at eliminating unstable, contradictory and problematic situations in the system.

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 considered a practical philosophy in reality" [5, 448]. Interdependence of philosophy and education in every branch of pedagogy there is philosophical knowledge, which gives it a social status.

Philosophical observation of education also solves issues related to the explanation of the dynamics of changes and development in the educational process on the basis of philosophical laws, the design of education and its prediction on the basis of science. Proceeding from this, it can be said that the science of pedagogy in educational processes requires regular support of knowledge related to philosophical thinking in increasing its scientific potential. This serves to enrich the theory of pedagogy with philosophical legalities and to base ideas on the social essence of the educational process, that is, it can serve for the takomili of man and society.

When we talk about the philosophical features of the educational process, we can see that it is directly related to the subject, purpose and functions of philosophical science. The field of science "social philosophy", which together with philosophy is considered one of its main branches, has an important feature in revealing the socio-philosophical nature of the educational system. "Social philosophy has struck society and man as a system of continuous liberation and development and argues in the light of the content, forms and rules of social progress, the laws



of social progress. The most important problem within the framework of social philosophy is the problem of knowing society. Social philosophy develops the methodological foundations of scientific knowledge of the social vokea and processes taking place in society"[6, 6].

There is also a certain role of the synergetic method in the philosophical observation of the educational system, the establishment of scientific and methodological relations. This method takes part in a specific in the relationship associated with the formation, existence and development of education. Synergetics is the self-formation of the educational system, understanding non-linear (not identical) development trends in certain

placestiradi. It is recognized that in the educational system there is a phenomenon of bifurcation. According to this phenomenon, coincidences accumulate on their own and create conditions for the emergence of legal relations within the limits of certain quantitative indicators.

Considering 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, taking into account the presence in the body of the bifurcation officer. Philosopher A.Saitkasimov 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 man creative activity in the practice of theories of personality society and the laws of social development"[7, 135]. Along with the fact that the synergistic properties in the educational system are inextricably linked with the processes of self-development, it is important to organize, model, design and predict the development of processes in the system. Therefore, it is possible to apply synergetics in the field of education, in the development of innovation. Synergetics in the process of education is considered to be a concomitant with respect to the new paradigmatic nature of education, it helps to solve problems and tasks associated with further raising its place in social life and increasing its effectiveness.

Synergetics is an important criterion in the creation of new pedagogical approaches, technologies and methods, scientific discoveries and large-scale paradigms of modern scale, application of scientific ideas, developments and innovations to life on a full-fledged basis in the educational system. According to D.Bozarov, "synergetics as a scientific concept creates important conditions not only for seeking solutions to scientific problems, but also for

understanding the world on new principles, analyzing paradoxes of development on the basis of an unconventional approach, developing scientific directions through new scientific ideas and hypotheses"[8, 14].

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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