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**PHILOSOPHY OF EDUCATION: SOCIAL AND PHILOSOPHICAL  
INTERPRETATIONS**

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**Annotation**

The article socio-philosophically analyzes the philosophy of education and its substantive components, genesis, evolution of development, issues of social significance in society. The reasoned subjective activity of the philosophy of education, aimed at updating social life on a rational basis, and scientific approaches to innovative thinking are also analyzed.

**Keywords:** philosophy of education, development, scientific and methodological research, civil society, education, development, information, democracy, criticism, interactive method, synergetics, debate, social process.

Education plays an important role in solving goals and objectives specific to a person, social groups and society, improving it spiritually and educationally. Education realizes a person's ability for self-development, enriches his worldview and thinking, and brings the spirit of creativity into a person's life. Education manifests itself in the form of conditions, responsibilities and opportunities related to the moral needs of society and its members; it is a factor that strengthens, supports and balances social processes and relationships. The education system is a complex system that includes social stability, people's lifestyle and human development.

In every changing historical period, there is a need for a new, that is, innovative approach to the essence of education. The spirit of the times, the spiritual, social and economic potential of society is reflected in the educational systems of different historical periods. Theories and teachings in the education system always arise from the need to solve complex problems facing society. With the advancement of education through advanced scientific teachings, it becomes a vital necessity to create more advanced innovative teachings instead of the teachings that have been followed so far.

A separate philosophical system in the philosophy of education was created by such philosophers as Plato, Aristotle, John Amos Comenius, Locke, and Herbart. Typically, philosophy of education is understood as a field of philosophical knowledge that has an educational theme. Philosophy of education as a science has emerged since the beginning of the 20th century. The Anglo-American philosopher John Dewey is considered the founder of the philosophy of education in the world. Today, in English-speaking countries, philosophy of education has become a field that has the status of a science, represented by separate departments in universities.

Anglo-American philosopher John Dewey is considered the founder of educational philosophy in the world. In English-speaking countries, philosophy of education is now

a somewhat systematic field taught by separate departments in universities, primarily philosophy departments, and in some cases in teachers' colleges (faculties of education). When we talk about the philosophical features of the educational process, we see that it is directly related to the subject, purpose and objectives of the science of philosophy. "Social philosophy", which is considered one of its main branches along with science philosophy, has an important feature in revealing the socio-philosophical nature of the system of the field of science. "Social philosophy" studies society and man as a continuously changing and developing system and discusses the essence, forms and manifestations of social development, the laws of social development. The most important problem of social philosophy is the problem of knowledge of society. Social philosophy develops the methodological foundations of scientific knowledge of social phenomena and processes in society.

Therefore, the education system is considered as a large-scale, necessary and vital process of society, forming a chain of the person-education-society system. Pedagogy plays an important role in this process and acquires its own character both as a science and as a process. The subject of pedagogy is an organizationally based and purposeful educational process. The philosophy of education gives pedagogical processes a unique content based on thinking, processes in which the noble goal of solving human problems is also pursued, and gives a new meaning and essence to social life.

In a certain sense, the synergetics method plays a role in philosophical observation of the educational system and in the creation of scientific and methodological connections. This method is uniquely involved in the relationships associated with the formation, existence and development of education. The synergistic self-formation of the educational system explains the nonlinear (uneven) development trends in individual places. It is recognized that there is a phenomenon of bifurcation in the education system. According to this phenomenon, coincidences accumulate on their own and create conditions for the emergence of legal relations within certain quantitative indicators.

Thinking about education is one of the unique problems of modern philosophy. The reason for this is the increasingly complex development of society in the 21st century. Under the influence of the scientific and technological revolution, this society becomes informational, and this process determines its status and prospects. Thus, in modern conditions, the philosophy of education becomes a branch of the science of philosophy. Representatives of pedagogy, psychology, sociology and other humanities strive to jointly study the content, goals and prospects of education, its social meaning and role in the development of human society as a whole, its significance in the study of the destinies of individual states. and people As the President of the Republic of Uzbekistan Sh.M. Mirziyoyev said: "We consider our priority task to be improving the activities of all parts of the education and training system based on the requirements of the time". Education is a very diverse and multifaceted social organism. Education embodies the ideological support of moral, religious, political, economic, legal, spiritual, ideological relations between people, as well as mechanisms for implementing their innovative

practices in society when interpreted in a modern spirit. This is fully consistent with the laws of the universal connection between academic subjects and cultural existence. S. Lebedov stated that "the philosophical understanding of education consists of a body of knowledge based on the general laws of representation of human existence and way of thinking associated with the change and development of society. Philosophically, the content of such a generalization is material and spiritual - to analyze everything that makes up the world, from the point of view of its level, and pedagogically - to analyze the stages and prospects of designing the educational process".

Regularities and regularities based on the interconnection of elements of the educational system, educational processes and social life will always exist, these aspects determine the features of human existence and the tendency to always develop. Ensuring the dynamic and sustainable development of these features is associated with the level of organization of processes carried out in the education system on an innovative basis. Philosophical observation of the educational system determines the features of innovative development of education. The law of negation of negation existing in the science of philosophy corresponds to the content of creating new values by negating existing processes of innovative development of education.

The existence of philosophy of education is determined by the fact that the field of education itself is a source of universal philosophical problems. The main task of philosophy of education is to understand what education is and to justify it (if possible) from the point of view of man and his needs. Philosophy of education is a form of philosophical activity related to education. Therefore, clarifying the concept of education is one of the pressing issues. The purpose of such activity is the most important in understanding education, it is distinguished by the fact that it is aimed at defining the consciousness that determines its development, interpretation at all social levels interested in its practice, and also conditions it.

The object of the philosophy of education is nature, society, human existence and the changes occurring in it, the existing social system and its character, the educational process corresponding to the level of literacy of people, the education system; and the subject is the most general laws, principles, methods, types and mechanisms of the emergence, formation and development of knowledge about events and processes as a result of integration into the consciousness of people, as a result of the integration of nature and society. and human consciousness represents conceptual scientific and practical knowledge.

The subject of the philosophy of education (from the Latin subjectum - under, on the basis) is an individual personality and a social personality, actively operating in the educational process, consisting of students and educators with knowledge, consciousness and will. From this point of view, the subject of philosophy of education is divided into two large groups: students and teachers.

Today, the essence of the philosophy of education is characterized by determining the main role of knowledge in the development of modern civilization. This creates a need not only for the correct and deep opinions of specialists in a certain field, the basic

position of educational organizers, but also for an effective system of social management, effective management of society, and self-defense. The philosophy of education is a response to the crisis of education, the crisis of traditional scientific forms of understanding and intellectual support, the loss of the main pedagogical paradigm. Philosophy of education is a practical field of philosophy that reflects philosophical knowledge leading to the development of a person's creative abilities, deepening his participation in economic, social and cultural relations in society and, accordingly, to a more effective contribution to the development of humanity. From this point of view, the socio-historical genesis of the educational philosophy formed in our country was aimed at protecting the interests of Muslim Turkic peoples, who occupy an important place in the development of human civilization, and achieving economic stability in the world. the area where they live. However, the dialectic of quantitative and qualitative changes in these needs and interests inevitably created the problem of development of the education system. The Jadidism movement was mainly aimed at providing economic and spiritual support to young people thirsting for knowledge through education.

Philosophy of education, as a philosophical science that has scientific and practical significance, first of all, considers ontological issues and their solutions, about the knowledge of things, events, phenomena, processes in the objective world and the methodological basis for equipping people with them. . In fact, ontology is also an integral part of the science of philosophy, and existence is its subject. From this point of view, philosophy of education as a methodological science deals with organizing the study of various characteristics of existence, on the one hand, and ultimately becomes a component of social existence (existing reality), on the other. On the other hand, the methods and means of introducing the emerging knowledge about this existence into the consciousness of people becomes his subject when he reflects on such concepts. So, these two sides make it possible to correctly observe the ontological foundations of the philosophy of education.

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

1. Comprehensive preparation of people for rapid reforms and innovative development of society in modern conditions, which are rapidly changing and the scale of development is expanding;
2. The activity of educational processes in the context of the rapid penetration of globalization traditions, the growing needs for international scientific and intercultural relations, the processes of spiritual and educational tolerance in the conditions of the rapid manifestation of large-scale features of the information society. increase:
3. Accelerate the process of value creation aimed at organizing integration in the field of education in the international arena in order to educate the YOUNG generation in the spirit of universal human values, realizing their abilities, aspirations and needs;

Philosophical observation of education solves issues related to explaining the dynamics of change and development of the educational process on the basis of philosophical laws, design of education and scientific forecasting of its future. Based on this, we can say that in the educational process, pedagogical science requires the regular use of knowledge related to philosophical thinking in order to increase one's scientific potential. This serves to enrich the theory of pedagogy with philosophical laws and substantiate ideas about the social essence of the educational process, i.e., serving the improvement of man and society. The following factors play an important role in identifying these features:

- 1) objective, necessary, general, stable and repeatable laws and rules that ensure the interaction of elements of the educational process:
- 2) principles and rules related to the prohibition, structure and organization of the education system:

All relationships in the educational process are subject to certain general laws in relation to each other. These laws have been refined based on the general characteristics, principles and criteria that have existed during the historical evolution of the education system. In general, the general principles of pedagogy, based on satisfying the spiritual needs of human existence, have existed until now.

There are also certain patterns of development of educational processes that ensure the interconnection of pedagogical processes and their elements. They are concentrated in private law, which is characterized by such factors as the development of education, its compliance with the spirit of the times, the presence of modern features, and the presence of stable conflict processes. Issues such as planning the educational process, using methods and technologies, organizing industry management of the methodology of scientific processes, and determining perspectives are carried out in full connection with these laws.

In general, the question arises whether there is a need or opportunity to study the philosophy of education as an independent science in Uzbekistan. The answer to this question can be answered without hesitation that there is both a need and an opportunity. Because the Uzbek people have acquired worldly and religious knowledge through education for centuries. Today, thanks to education, his spiritual life is revived. The educational process has acquired significant importance and is implemented on an institutional basis. In the field of education, a number of laws and regulations have been adopted, which identify priority areas of education. So, in our country, education is considered as the most important part of government policy. Uzbekistan sees its great future in the continuous process of innovative education. All of them require the study of philosophy of education as a conceptual and methodological science.

According to the subject of philosophy of education, these are the most general patterns, principles, methods of emergence, formation and development of people's consciousness as a result of the integration of knowledge about nature, society and human consciousness. conceptual scientific and practical science about types and mechanisms. Teachers can be assigned to practicing teachers who teach special sciences

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and humanities in these professional colleges, teachers of educational institutions - leading scientists who supervise students in post-secondary education: teaching in institutions of vocational training and retraining.

The dialectical connection between object and subject in teaching and learning is manifested in:

First, the teacher makes and uses the items necessary for students, that is, various tools, measuring instruments, models, signs, symbols, houses, drawings, tables, graphs. Having seen these things, the student gets an idea about the object being studied, that is, the perception of the object occurs in the mind of the student, that is, the object. So, the subject of teaching turns the objects used by the teacher into the subject of his activity.

Secondly, all thoughts, ideas, theories, practical developments that the teacher uses for the student,

Based on the logical conclusion of the above considerations, the main goal of philosophy is to introduce into the minds of students the general laws of knowledge collected by our great ancestors in the natural, social and human sciences, and their followers today. theoretically and methodologically determine further prospects for meeting the needs of professions.

Based on the goals set by the philosophy of education, the following tasks of theoretical and methodological significance in the development of the educational system are solved: the discovery of new aspects of the process of teaching natural, social and human sciences, the development of conceptual foundations of pedagogy. educational process to meet the needs of the population in acquiring knowledge; research into the patterns of differentiation and integration of sciences in the context of globalization, creation of mechanisms for introducing the obtained scientific results into the education system; imparting the spirit of national idea and ideology to the educational process, harmonization of objective and subjective factors for the further socialization of the national education system; development of laws of modern dialectical relationship between education, science and production and creation of the most optimal methods and means of their implementation; development of a conceptual framework, principles, methods and tools for the formation and development of an innovative personality, development of a new generation of state educational standards, curricula, textbooks and teaching aids necessary to ensure the consistency of the educational process, the creation of new innovative education in this area, theoretically and methodologically substantiated forms and types of use of technologies that meet the requirements of the time, in accordance with the rules of philosophical logic.

In the philosophical understanding of educational systems, development processes in harmony with traditions, values and paradigms of society, mental characteristics such as consciousness, thinking, worldview, abilities, potential, social and cultural stereotypes associated with education are important. . Various educational values of an interactive, dynamic nature not only create an objective basis for alternative (variant) development, but also require innovative development and modernization of

educational systems. Therefore, cultural values and mental characteristics associated with education in society create principles for the renewal and development of human enlightenment in each era when approaching the perspective of space and time.

Based on the analysis of the concept of the sphere of education and its philosophical content, we put forward the following socio-philosophical criteria for the education system and its improvement.

- the sphere of education is an important sector of public life, it reveals the human factor, manifested in the relationship between the student and the teacher and the features associated with ensuring his place in society:

- ensures harmony of interests of participants in education and represents a whole set of characteristics manifested in the educational process, contributes to further improvement of the social status of the individual:

- serves to ensure the spiritual and educational improvement of a person, the education of a mature generation, active participation in public life, productive life, enriching the meaning of life:

- education manifests itself in the form of conditions, responsibilities and opportunities related to meeting the social and legal needs of citizens related to education and training.

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