



THE SOCIETY IS AT A NEW STAGE OF DEVELOPMENT PRIORITY IN EDUCATION SYSTEM REFORM FUNCTIONS

Isroilov Mahamadjon Ismoilovich

Researcher, Fergana State University

Article history:	Abstract:
Received: May 28 th 2021 Accepted: June 10 th 2021 Published: July 17 th 2021	This article examines the objective necessity and socio-philosophical aspects of education reform in the new stage of development of society.
Keywords: Education, social development, modernization, employment, unemployment, social equality, social laws.	

INTRODUCTION

At the new stage of development of Uzbekistan, rapid reforms are being carried out to bring the education system to a qualitative level, to develop society through science and innovation. The intensification of changes and innovations in all areas suggests that the modernization process in education is an important factor in social development. In this regard, the new idea of "Society - the initiator of reforms" is becoming more and more deeply ingrained in our daily activities[1]. One of the urgent tasks in increasing the practical effectiveness of reforms is to make members of society more active and proactive.

As an initiator of the reforms, it is expedient to study the reform of the education system and the creation of quality education in the eyes of society and to study the impact of the development of education on social development based on historical processes. To do this, first of all, the study of priorities in the reform of the education system is also one of the important and urgent actions.

The social development of society is determined by the living standards, welfare, lifestyle and economic stability of the state.

At present, when our country has entered a new stage of development, large-scale changes are being carried out in all areas on the basis of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021. "It is no exaggeration to say that the success of these reforms, our country's worthy place among the developed, modern countries of the world, is inextricably linked with the development of science and education, and our ability to compete globally in this regard" [2]. Therefore, in order to create the most favorable business and investment environment in Uzbekistan to ensure adequate income, increase living standards and financial security, change the education, worldview, way of thinking, knowledge and skills of the people through the reform of the education system, along with the creation of new enterprises and jobs. The work on educating a generation of potential personnel is also gaining urgency. After all, "education is an important component of human development, it also plays a key role in solving important problems of society" [3]. Therefore, drawing on the experience of developed countries, the most effective and optimal way to ensure social development through the study of the path they have traveled is to develop a system of education, bring it to a professional form, educate a generation that values science and enlightenment.

According to the head of our state Sh.M.Mirziyoev, "today, in order to renew and modernize our country, to develop it on an innovative basis, to carry out the multifaceted and complex tasks set before us, we need modern and creative thinking, able to take responsibility in any situation. , diligent, patriotic young people with high intellectual potential, entrusting important tasks in the management of the state and society"[2]. However, the lack of potential and competitive staff remains one of the main problems in management. Education is the basis of the development and decline of human beings and societies, and is the process that has led to revolutions and great changes. Education, along with the discovery of the human personality, is a factor that serves him to understand himself, to perceive existence, to lead society to prosperity. "Education has become an integral part of human life and an important tool in realizing that it plays an important role in society, over the centuries, from ancient times to the modern multipolar world. However, the role of education in this regard is often considered from a spiritual-intellectual point of view"[3]. Therefore, one of the important tasks is to study the formation of education as a basis for social development, to analyze the place of education in historical development and to philosophically substantiate the need for vocational education for new developing countries.

Also, while education is a factor in social development, social development is a factor in the professionalization of education. Therefore, social development and education are co-evolving, complementary and mutually supportive

processes. One of the urgent tasks is for Uzbekistan to carry out reforms at a new stage of development, taking advantage of the achievements of education and social development, as well as the experience of Russia, recognizing their common development. To this end, it is important to establish an integrated partnership between science, education and industry. In this regard, the President of Uzbekistan Shavkat Mirziyoyev supported the initiative of the President of Kazakhstan Nursultan Nazarbayev on the establishment of infrastructure integration between Muslim countries aimed at achieving sustainable and inclusive economic development, strengthening mutually beneficial cooperation[4].

LITERATURE REVIEW

In the research of foreign scholars on the process of social development, the role, importance and impact of education on this problem [5]. M.Dodgson [6], I.Nonaka and H.Takueshi [7], S.Collini [8], Iyan Beych [9], F.Henard and A.Miterle [10], Khalid Zamon [11], M.Fullan [12], F. Darris [13] and others can be cited. These scientists have conducted research on the criteria of social development in developed countries, the characteristics of the development of society and the general classification.

Philosophical aspects of social development in Uzbekistan, issues of improving the education system have been studied by philosophers, political scientists, economists, sociologists. In particular, A.J Kholbekov and T.B Matiboev [14], S.Otamuratov [15], Sh. Kurbanov [16], K.H Abdurahmonov [17] considered the philosophical, legal, moral, historical The issues of modernization of the education system in Uzbekistan have been studied. Makki and M.Siguan [18], A.M.Osipov [19], Yu.A.Karpova [20], V.V.Serikov [21], V.I.Rovkin and K.A.Churkin [22] at all. Their research explores the genesis of social development, the factors influencing its development, the dialectic and synergetics of development.

ANALYZES

It is also possible to develop a scientific hypothesis of the evolution of the education system through the gradual improvement of social development and the study of the laws of development of society. That is, through the study of history, it will be possible to understand the interrelationship between education and the development of societies. "In the middle of the twentieth century, education as a rigid and closed system was one of the important components of the state system of a particular country. At the end of the twentieth century, due to qualitative development and changes in the living conditions of mankind at the level of the individual, there have been significant changes in the education system of the world. The new stage of development of society, the rapid development of education, has made it one of the important factors in the development of man and society"[3]. Also, while education has shaped the development of technology, the advancement of technology has shaped information technology and the digital economy, which has led to the discovery of higher forms of human well-being.

From the second half of the last century, the process of regulating the education system by international organizations, the development of a legal framework for education around the world began. In particular, the establishment of a special unit by the UN for the development of science, education and social life around the world was one of the important steps. The Universal Declaration of Human Rights, adopted by the United Nations, enshrines the right of everyone to education. As a result, the right to education was guaranteed all over the world, and the right to education was transformed into a constitutional right in every independent state. Education has begun to show that it is the basis of the development of a society, a factor that drives it to action and leads it to great heights. Therefore, any discrimination in education has been assessed as a violation of human rights.

Education developed the social outlook in the society, increased the level of literacy of the people, which reduced unemployment, reduced the level of need of the population. In general, the level of knowledge of a society is the basis of social development. "A country with a more literate population will have a wider range of opportunities for the development of production and job creation. Unemployment in such countries is usually low and the able-bodied population travels to other countries in search of work. It is easier for an educated person to find a job than for an uneducated person. In all countries, the unemployment rate is always high among people with little or no education"[3]. Therefore, unemployment or underpayment in the labor market is determined by the applicant's education and ability to work. In short, all social problems are related to ignorance, low level of education.

Education also has an impact on the health, well-being, longevity and other health problems of a society. Quality education shapes quality medicine, which affects the longevity and health of the population. "Education is directly related to the level of health of the population and its life expectancy, which is another important indicator of human development. Educated people take care of their health, take good preventive measures, lead a healthy lifestyle, diagnose the disease in a timely manner, provide first aid, and seek qualified medical care"[3]. Therefore, it is clear that professional education is a new priority in ensuring social development, bringing society to a new stage of development.

Historically, education has been an important factor in the economic development of countries. If we study the path of development of the countries that have achieved high results in economic development, it becomes clear that it is through education, support of science, special attention to them. "The analysis of long-term trends in the country's economic development and the level of education in them shows that there is an integral link between these indicators. There is no rich country with a low level of education in the long-term periodic trend. However, short-term and medium-term trends may indicate a different situation. In previous centuries, the country could be temporarily

rich due to colonial conquests and wars of plunder"[3]. So, if the basis of being a temporarily rich and economically developed state is natural resources, agriculture and other factors, the basis of sustainable economic development is quality education and science, innovation. Therefore, "today, fierce competition is becoming more and more intense in the world. In such a complex environment, we are constantly working to widely introduce the achievements of modern science and innovation"[2] is one of the urgent tasks for Uzbekistan. After all, this issue is now becoming a decisive factor in improving the welfare of the population, the sustainable development of all spheres of state and public life, building a bright future for our country. "Now, in some cases, the country is getting richer due to the availability of natural resources that can be converted into cash and their rising prices. However, in the context of modern globalization and growing international competition, the wealth gained from the sale of raw materials will not last long if it is not supported by the growing level of knowledge of the population and the effective transfer of knowledge to the economy"[3]. Hence, increasing the level of knowledge of the society through education has a significant impact on their lifestyle and cultural life as well.

During the period of development of civil society, there is an urgent need for personnel development to ensure social development in society. This is largely due to a number of reasons.

First, the knowledge-based economy is developing rapidly and innovative technologies are being introduced into industrial production. Industry, knowledge, and technology are evolving so rapidly that once every five years, the data volume doubles. The introduction of new technologies, the production of modern goods, the growth of communication capabilities are creating the conditions for the elimination and transformation of certain types of work. In this regard, it is necessary to constantly improve the professional competencies of employees, who can no longer be guaranteed only basic knowledge, because in the process of working life (30-40 years) can not use only the knowledge base created during college or university years. After all, "Mental development of a society is the basis of social development. Without this, it is impossible to achieve scientific and technological progress, it is impossible to make discoveries that will ensure the sustainable life of man in the global interest"[3]. Therefore, the process of vocational education is longer and covers different stages of professional development, as well as a wider range of educational activities, including the creation of organizational and pedagogical conditions for training, advanced training and retraining within the organization. Social development in Uzbekistan also depends on the governing bodies working on the principles of openness, fairness and legality. Therefore, "life itself requires increasing the role and influence of the Senate in fulfilling the most urgent tasks related to the renewal and modernization of Uzbekistan, liberalization of all spheres of society, further improving the living standards and quality of life of our people, raising the country's prestige in the international arena" [4]. At the same time, modernization of other government agencies and government agencies is an important factor in the development of society.

Second, the process of globalization and internationalization of economic relations is underway. The active process of creating joint ventures with foreign capital continues, the investment climate is improving and the world is becoming a borderless market. At the same time, a high level of competition remains between the countries, and those who lead long-term and continuing education programs are leading in this competition. Only continuous training can ensure labor productivity and meet the requirements of the world market. It is known from history that "throughout its development, humanity has sought opportunities for a prosperous life and strived to use them effectively. It has gone through a complex period, from the use of simple tools of labor to the creation of high-tech equipment and processes at the level of today's modern requirements and their effective use in ensuring their own well-being"[15]. As a result of these processes, human consciousness developed, and this brought social progress to its present form.

Third, there is a shift in the generation of those employed in manufacturing and business. The disrupted scheme of worker training in the national economy, the constantly changing and evolving labor market, and significant demographic growth are leading to a shortage of highly skilled workers. At the same time, external conditions (state economic policy, legislation and taxation system, the emergence of new technical standards and quality systems) and internal conditions of organizational development (restructuring of enterprises, changes in social and age structure, the emergence of new workers) , which requires regular preparation of employees for current and future changes.

Fourth, commercial organizations in Uzbekistan have overcome the difficulties of their formation, entered the stage of stabilization and have a sufficiently high human capital. Since the sustainability of development is often in conflict with the dynamics of the market, when there is a need for a radical change in the development and operation of the organization, there is an urgent need for corporate training in accordance with changing market conditions. Therefore, organizations begin to create their own educational structures, gaining experience in training, retraining, retention and professional development.

Fifth, the collective training of personnel is the most important means of achieving the strategic goals of this organization. In the training process, employees are taught the basic meaning and the need for change, the essence of which is explained in order to achieve support for the organization's innovation policy, to overcome the resistance of ordinary employees to innovations. This is consistent with the changing approaches in the strategic management of the organization, which believes that the development strategy can be realistic and effective only if it is the work of not only the management of the company, but the employees of the whole organization. Indeed, "it is no secret that today the perfect mastery of modern science and high technology is becoming a decisive condition for the development of any state and society. Deeply aware of this fact, we are mobilizing all our efforts and opportunities for

the young generation to grow up both physically and spiritually[1]. The result of this work should be effective education and the formation of a high level of social well-being.

In industrialized countries, the perception that HR training is one of the key factors that ensures a company's success and allows it to compete fiercely has gradually grown. In the 50s of the twentieth century, representatives of Japanese business management stressed that the main wealth of the company is people, industry, primarily human resources, and the main task is to provide it with qualified personnel capable of mastering production facilities, new techniques and technologies. Therefore, it is no coincidence that the concept of continuing education was developed in developed countries in the 70s of the XX century, which is still an effective tool in solving the problem of adapting staff skills to the rapidly growing requirements of technical progress. Every year, two to five percent of the budgets of major Western corporations are spent on staff training and development. In the United States, the cost of training exceeds \$ 200 billion, while in Canada (which is not a leader in the field) the cost of training and developing a single employee exceeds an average of \$ 500 per year. For example, Motorola estimates that every dollar spent on education brings in \$ 33.

At the new stage of development of Uzbekistan, the creation of a promising education system, the emphasis on quality and competitiveness in training, the formation of the principles of legitimacy and fairness, transparency in governance are important factors in achieving social development. According to Professor Sadulla Otamuratov, returning to the idea that developing countries and less developed countries can independently develop science, technology and engineering at the level of modern requirements, it is necessary to emphasize the following:

First of all, the achievements of science, technology and engineering introduced to them by developed countries will come cheap. Because they do not have enough funds to develop at the level of today's development requirements. Moreover, there is a need to form intellectuals at the level of modern requirements. But it is cheaper to buy ready-made than to spend large sums on their formation.

Second, times are changing at an unprecedented rate, and accordingly, development is accelerating, and countries are leading the way in achieving high levels of development. It is impossible not to take it into account. Because time is cruel, it is impossible to stop it. This is forcing underdeveloped countries and the nations living in them to waste time. Indeed, ignoring the current processes and the acceleration of development in these countries leads to a negative situation in the lives of citizens and, ultimately, to the emergence of chaos [15]. Therefore, education reform is essential for Uzbekistan to gain time as a developing country and join the ranks of developed countries in social development.

In general, all countries in the world strive for development. Are there measurement criteria as a developed and backward state? For some countries, development is an increase in wealth, or for other countries, development is an important task - to ensure the well-being of people, to create appropriate conditions for freedom and social protection in society, to create conditions for people to work comfortably.

Researchers of the modern world also put forward a number of theories about the factors that contribute to social development. In particular, Nobel Laureate Amarti Sen's book, "Development means Expanding Opportunities," examines social development not only as an increase in material or economic well-being, but also as a process of expanding human capital opportunities. A.Sen linked the process of social development with the expansion of human freedom to choose the most appropriate of the many options. In his view, social development is a social environment in which people can fully develop their potential and live a productive creative life in accordance with their needs and interests. At the same time, creating a wide range of options is a very important social requirement.

At the current stage of development of society, the number of socially developed countries in the world is quite significant, and this figure is growing from year to year. According to statistics, in 1960, 36 percent of the world's population did not even have a primary education, but at the beginning of the third millennium, despite a doubling of the world's population, the number of people with a primary education decreased by 25 percent.

While in the 1970s half of the world's adults were illiterate, the fact that the number of illiterate people has almost halved today also means that education is seen as a priority.

In fact, quality education determines the development of a country, and in a dialectical relationship, the quality of education in a developed country is also high. One develops the other. That is why the developing state should pay special attention to education. "While the most economically developed countries in the world lead in the education level index, African countries lag behind. In industrialized countries, 1-2% of citizens are illiterate. In these countries, an average of 32% of the able-bodied population (25-65 years old) has higher education. People with higher education make up 43 percent in Canada, 38 percent in the United States, and 36 percent in Japan." [3] Therefore, in the context of renewed Uzbekistan, the development of education was considered a very important and urgent task, and the implementation of reforms began. For example, the private sector has become more involved in the preschool education system, the number of preschools has increased, and the coverage of kindergarten-age children has reached 60 percent. This process will continue and is planned to reach 75% by 2023. Also, in the last 4 years, the enrollment rate of graduates in higher education has increased sharply and increased from 9% to 25%, and this amount is planned to increase from year to year. Therefore, "for all of us, the acquisition of modern knowledge, true enlightenment and high culture should become a continuous vital necessity. It is necessary and necessary for us to acquire digital knowledge and modern information technologies in order to achieve development. This allows us to take the shortest path to the ascent. After all, today in the world information technology is penetrating deep into all spheres "[1]. Hence, the understanding that the achievement of progress is based on true enlightenment has always been an important basis for the social development of any society.

"There are many unresolved issues in education around the world. Nearly 100 million school-age children on the planet do not go to school, and 5/3 of them are girls. Despite progress in ending literacy in low-income countries, one in four young people and one in three adults is illiterate. In this group of countries, only 4/3 of the population of the appropriate age is covered by general primary education. On the eve of the 21st century, 680 million or about 17 percent of children of primary school age in developing countries did not attend school. India accounts for 40 million of the children who do not attend primary school. This is 3/1 of the total number of children in the world who are not covered by primary education[3]. However, strong social governance and quality education underlie the development of rapidly developing countries in recent years. The pace of development of rapidly developing countries is also related to the large amount of investment in education and science. For example, "We can learn from the experience of Japan, European countries, the United States, Singapore, Taiwan (China) and a number of other countries, which show that scientific discoveries have had a great impact on their well-being and development. These achievements are the result of a careful attitude to education and science in society, as well as to the culture and art formed on the basis of them. The industrial revolution that began in the nineteenth century took place and developed rapidly in only three countries that carried out mass reforms in the education system. And conversely, for one reason or another, the history of almost all African countries with little emphasis on education, the tragic history of Europe in the early Middle Ages and South and Central Asia in the late Middle Ages is remembered as a period of stagnation. During this period, the socio-economic development of the society slowed down, many values lost their value, and as a result, the living standards of a certain part of the population were low [3]. Therefore, the development of societies in historical development can be understood as a special emphasis on education as the basis of economic growth.

Rapidly changing times are facing new challenges that we have never faced before, very sharp questions. We must be ready in every way to find a suitable answer to them and solve them wisely[1]. Through this, it will be possible to build a strong civil society and form a democratic government. This requires that education be integrated with upbringing. "The processes of spiritual impoverishment in the world today confirm that the well-being of the peoples who have achieved high economic development and live in them is not yet a sign of real progress. Many scientists, experts, and even politicians in these countries are acknowledging, among other factors, that education is cut off from education, among other factors. Although the narrow mastery of one or another area of the education system has played a positive role in the development of these countries, its disconnection from upbringing ultimately leads to spiritual impoverishment. Now they are using their economic achievements to combat the spiritual, social and moral decline in the country[15]. Therefore, in order to build a new society in Uzbekistan, special attention is paid to education, the integration of education and upbringing. Undoubtedly, in a country that separates education from upbringing, social problems continue to increase. Therefore, one of the urgent tasks is to create ways to use the principle of education in education. "The quality of education is a driving force and a driving force in society. Education serves as a practical tool in the fight against poverty, need, social inequality. Education helps to form a worldview, expand a person's choice of lifestyle, becomes a mechanism for influencing various aspects of life and activities of man and society"[3]. Therefore, in our society, too, through the development of education, it will be possible to increase the social outlook, way of thinking, to develop social activism and thus contribute to development.

In short, the high level of development of education and science throughout human civilization has been an important engine of social, technical and economic development.

REFERENCES

1. Мирзиёев Ш.М. Миллий тикланишдан – миллий юксалиш сари. 4-жилд. –Тошкент.: Ўзбекистон. 2020. –Б. 5.
2. Мирзиёев Ш.М. Халқимизнинг розилиги бизнинг фаолиятимизга берилган энг олий баҳодир . 2-жилд. –Тошкент.: Ўзбекистон. 2018. –Б. 446.
3. Саидова Г ва б. Ўзбекистонда таълим: талаб ва тақлиф мутаносиблиги. –Тошкент.: Ўзбекистон. 2008. –Б. 9.
4. Тайпале И. Финляндиянинг 100 та ижтимоий инновацияси. Финляндия қандай қилиб Финляндия бўлди: сиёсий, ижтимоий ва маиший инновациялар. – Тошкент: Sharq, 2019. –Б. 72-73.
5. Dodgson, M. Organizational Learning: A Review of Some // Organization Studies. 1993. –Vol. 14. № 3. –P.65.
6. Nonaka, I., Takeuchi, H. The knowledge-creating company : how Japanese companies create the dynamics of innovation. –New York.: Oxford University Press, 1995. –P.284.
7. Collini S. What are universities for?, London (2012): Penguin.Macherey P. La Parole Universitaire, Paris (2011): La Fabrique Editions.
8. Bache Ian. The Europeanization of Higher Education. PP. 231–248. Journal of Common Market Studies. Volume 44. Number 2. June 2006. –P.235.
9. Henard, F., Mitterle, A., 2009. Governance and Quality Guidelines in Higher Education: a Review of Governance Arrangements and Quality Assurance Guidelines. OECD/Directorate for Education, France, Paris.
10. Khalid Zaman. Quality guidelines for good governance in higher education across the Globe. Pacific Science Review B: Humanities and Social Sciences 1 (2015) –P.39
11. Fullan, M. (1999): Die Schule als lernende Organisation. Konzepte für eine neue Kultur in der Pädagogik. – Stuttgart: Klett- Cotta (HI ERZ 767 F 75). –P. 47.

12. Daris F. (1990) "Assessing science Education. A Case for Multiple perspectives In G. E. Hein, ed., The assessment of Hands On elementary Science Programs. Grand forks, N.D.: North Dakota Study Group. Library of the U.S. Congress. –P.104.
13. Холбеков А.Ж., Матибоев Т.Б. Ижтимоий адолат ва демократия: барқарор тараққиёт йўлида. – Тошкент.: Янги аср авлоди, 2004.–Б.102.
14. Отамуратов С. Глобаллашув: миллатни асраш масъулияти – Тошкент: Ўзбекистон, 2018. -Б.346.
15. Курбанов Ш. Жамиятни эркинлаштириш ва таълимнинг янги қадриятлари. Ўқув қўлланма. –Тошкент: Ўзбекистон, 1999. –Б.41.
16. Абдурахмонов Қ.Х. Инсон тараққиёти. Дарслик. – Тошкент.: «Fan va texnologiya», 2013. –Б.476.
17. Макки, У.Ф., Сигуан М. Образование и двуязычие: пер. с фр. -Москва.: Педагогика, 1990. –С.184.
18. Осипов, А. М. Общество и образование: лекции по социологии образования. -Новгород: Изд-во НовГУ, 1998. –С.204.
19. Карпова, Ю. А. Инновации, интеллект, образование. –Москва.: 1998, -С. 211.
20. Сериков. В.В. Личностно ориентированное образование. // Журнал Педагогика: –Москва.: 2004. -С.16-21
21. Ровкин В.И., Чуркин К.А. Многоуровневая система и интеграционные процессы в вузовском образовании. –Омск: ОГПУ, 2002.-С.66.
22. Отамуратов С. Глобаллашув: миллатни асраш масъулияти. –Тошкент.: Ўзбекистон. 2018. –Б. 137.