



EDUCATION AS A SOCIAL PHENOMENON AND PEDAGOGICAL PROCESS

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Abstract: This article provides information about education as a social phenomenon and the pedagogical process. In particular, information such as education is a permanent and universal category of social life, education is a social institution that carries out the socialization of members of society, the essence of education, the essence of the educational process, laws, rules and principles of education.

Key words: Education, social education, social phenomenon, pedagogical process, social life, general category, social institution, society, members of society, socialization, essence of education, educational process, educator, student, social pedagogy, laws, rules, principles of education.

INTRODUCTION

It is known that social education is a process of formation of socially important qualities aimed at the socialization of the child. Research on the problems of social education was carried out by such scientists as A.V. Mudrik, V.D. Semenova, G.N. Filova.

In the process of socialization, a child acquires various knowledge about society, social relationships, norms and rules of social behavior, various skills and abilities that help him get used to society. This process occurs very quickly, especially in childhood. We know that a child under five years of age acquires a lot of knowledge that will affect his future life. The process of transferring social knowledge, developing social skills and competencies that contribute to the socialization of a child is called social education.

Education¹ as the main object of pedagogy has been the focus of attention of scientists throughout the history of the development of pedagogy. At the same time, the meaning of the concept of “education” has practical significance. Because this concept defines the main approaches to the tasks and goals of pedagogical activity.

By education we mean the formation of personal and moral qualities in the person being formed. Being closely related to education, education also has its own laws. Education is a single process. But they are not exactly alike. The unity of education and training lies primarily in the commonality of their goals².

"In accordance with Appendix 1 of the Decree of the President of the Republic of Uzbekistan No. DP-158 dated September 11, 2023 “Uzbekistan - Strategy 2030” in paragraph I of the performance indicators for achieving goals by 2030: in section 1.1 “Education system reforms” in “Creating suitable conditions for implementation each person their potential” "Increasing the status

¹ Education is a practical pedagogical process aimed at developing in a person certain physical, mental, moral and spiritual qualities.

² Sarsenbaeva R.M. Methods of educational work. Toolkit. – T.: “Finance-Economics”, 2019. – 388 p.

of teaching staff, bringing their knowledge and skills into line with international standards" is defined:

- 1). Sending 1000 educators and teachers to foreign countries for training and internships.
- 2). Double the average salary of teachers in preschool educational organizations and secondary educational institutions.
- 3). Continuous training of 500,000 employees of preschool educational organizations and secondary educational institutions.
- 4). Introduction of a training system in areas of teacher education for applicants in particularly needy areas and remote areas on the basis of a full state grant"³.

Education is a permanent and universal category of social life. The social sphere of education is much broader than its dictionary meaning. Taking this into account, social education can be recognized as a process carried out in special educational organizations that contributes to the development of a person's abilities, knowledge, values and attitude towards the society in which he lives.

Social education is a targeted educational impact on the entire society, nation, class. With the help of social education, the behavior and behavior of citizens are directed towards a common goal. For the same reason, social education is implemented on the basis of a unified educational program. Increasing the effectiveness of the social education system depends on the organizers and promoters of this process having a clear understanding of its goals, objectives, priorities, directions, tools, methods and methods.

In other words, the goal of social education is to create conditions for the positive development of the child, to use various effective methods, means and forms of education and to educate the younger generation as a comprehensively developed personality. These processes include three interrelated and at the same time relatively independent in content, form and process methods of individual and group subjects: organizing the social experience of children, adolescents, teenagers, providing them with education and providing them with individual support.

Modern societies have a whole system of social institutions. A social institution⁴ is a historically established form of joint activity of members of society to use social resources to satisfy one or another of their needs (economic, political, cultural, religious, and so on). Education as a social institution was created to carry out the socialization of members of society, the transmission of their cultural and social values and, in general, to organize the satisfaction of social needs. Education as a social institution is a phenomenon that arises at a certain stage of development of a certain society.

The complexity of the activities and structure of each society leads to the fact that at certain stages of its historical development the following occurs:

1. Education is divided into family, religious and social types, their place, meaning and interaction are considered unchangeable.
2. Education is directed from the top down to older young members of society and reaches more and more young groups.
3. In the process of social education, one can distinguish education and subsequent formation as its components.
4. Corrective education appears⁵.
5. Non-social education is formed in totalitarian, political and quasi-religious societies.
6. The tasks, forms, methods and means of teaching will change.

³ Decree of the President of the Republic of Uzbekistan dated September 11, 2023 No. DP-158 "On "Uzbekistan - Strategy 2030".

⁴ A social institution is a complex organizational system with its own norms and rules.

⁵ Correctional education (upbringing) – studies the characteristics of the psychophysiological development of children with physical or mental disabilities who need special support, and education deals with their upbringing.

7. The importance of education is increasing. It remains a separate function of society and the state and becomes a social institution.

Education as a social institution includes the following:

- a complex of family, religious, social, correctional and non-social education;
- the sum of social roles; educators, mentors, family members, priests, heads of regional and territorial educational organizations, leaders of criminal and totalitarian groups;
- various educational institutions; the amount of positive and negative sanctions; level of education and professional training of teachers.

Education as a social institution has certain tasks in public life. The most common educational objectives are:

- creating conditions for the targeted development of members of society and satisfying a number of needs that can be realized by them in the process of education;
- training of personnel capable of acting in society and its development;
- ensuring stability of public life, leaving a cultural heritage for generations;
- social and spiritual development of members of society; accustoming members of society to changing social conditions;
- ensuring the unity of aspirations and goals of members of society and harmonization of the interests of socio-professional, ethno-confessional groups.

The activities of a social teacher in these areas are considered based on the principles of modern education.

Formation of youth in the independent national school of Uzbekistan includes the following:⁶

1. High intellectual culture, ability to perform qualified creative work.
2. Social maturity of the individual.
3. Lead an active lifestyle.
4. Having spiritual virtue.
5. High level of aesthetic culture.
6. Achieving perfect physical maturity.

Any process consists of a set of legal and consistent actions aimed at achieving a certain result. The result of the educational process is the formation of a perfect, mature in all aspects and harmoniously developed personality, which will ensure the development of a new independent Uzbekistan. This process is two-way and requires organization, leadership and student activity.

In this process, the teacher is a leader, since he develops the factor of realizing educational goals, wisely selects and applies educational forms, methods and techniques.

“The 44th goal of the Decree of the President of the Republic of Uzbekistan “On the development strategy of New Uzbekistan for 2022-2026” is defined as follows: Improving the quality of education in schools, bringing the knowledge and skills of teachers to the international level.

Establish local or international certification requirements for each subject to enable the school to operate.

Diagnostics of the knowledge and skills of teachers in schools that do not have a category.

Continue to staff secondary schools, especially educational institutions in remote areas, with highly educated teaching staff.

Further improvement of the system for appointing principals and deputies in schools, taking into account ensuring the participation of school teachers and parents.

Optimization of the activities of district departments of the public education system through

⁶ Egamberdieva N. Social pedagogy. Textbook. – T.: Publishing House of the National Library of Uzbekistan named after Alisher Navoi, 2009. – 234 p.

complete digitalization.”⁷

The essence of education reflects deep connections and internal relationships that determine the main features and trends in the development of a particular event.

1. Man is an integral being as a legal result of upbringing. In the process of upbringing, the child's personality develops not individually, but as a whole complex. As a child grows and develops, the responsibilities of parenting become more complex, deeper, and multi-layered.

2. The components of education are interconnected and should be formed by common goals, objectives, content, forms and methods of education.

3. A pedagogical system that ensures that the educational process objectively represents the unity of intellectual, moral, labor, aesthetic and physical education, the unity of spirit, behavior and activity of students, individual, group and social forms of organizing the educational process. creation and operation of this system.

4. The educational process is aimed at the formation of socially valuable tasks of a person, the creation and expansion of the sphere of his relationship to the world-society, people and himself.

5. Education is multifactorial in nature. School, family, society, neighborhood, social environment and various situations have a direct and indirect influence on the child's personality, and all educate the child.

6. Education is a long and continuous process that continues until the end of a person's life.

7. The results of the educational process are usually not the same. This depends on many reasons, individual typological differences between students, their spiritual experience, and personal position.

8. Education is combined with self-education and re-education.

The essence of the educational process. The child enters into various relationships with the surrounding reality. This should be taken into account in the educational process. This state imparts thoroughness, enthusiasm and variability to the educational process.

The dialectics of the educational process is manifested in its contradictions. This conflict is aimed at resolving the contradiction between the requirements placed on students and the level of their preparation and development. Conflict, which is the driving force of the educational process, can be internal and external, conflicts:⁸

1. Between the specific capabilities of the child and the requirements imposed by society on his behavior and activities.

2. Conflict between the child's thinking (position) and his capabilities.

3. Conflicts between the treatment of students of an educational institution and its capabilities.

4. Conflict between the basic needs of human development as an individual and ways to satisfy them.

A person overcomes conflicts, grows in his development, creates new activities, is ready to solve complex problems, and acquires a more complex way of activity and behavior.

Below is some information about the laws, regulations and principles of education.

By the laws of education we understand the connections between a pedagogical phenomenon and a process. The rules of education are as follows:

Law 1. The fact is that education is a complex of objective and subjective factors of the social environment as a special human activity. Education is:

1. The method of creating the creation of material wealth.

2. Political system.

⁷ Decree of the President of the Republic of Uzbekistan DP No. 60 dated January 28, 2022, On the Development Strategy of the new Uzbekistan for 2022-2026.

⁸ Khasanboeva N. Social pedagogy. Textbook. - T.: National Library of Uzbekistan named after Alisher Navoi, 2019.

3. The dominant ideology in society.
4. Social system of society.
5. Activities closely related to the spiritual culture of members of society.

Law 2. Unity and interaction of education and personal development. Education and development is a process of dialectical interaction.

There is a close connection between the quality of education and personal development. In turn, the content, form and methods of teaching depend on the level of human development.

Law 3. The more socially useful activities of students are organized in accordance with goals, the more effective communication with the teacher is, the more effective the educational process will be. So, the learning process depends on the interaction of two main factors:

1. Appeal.
2. Activities (educational activities, play activities, work activities, aesthetic activities.)

Law 4. The presence of a legal connection between the activities of an educational asset and educational impact. The educational influence of teachers on children involves the organization of their active activities, the formation of communicative, intellectual, emotional and volitional qualities.

Parenting rules:

1. In the process of upbringing, along with high demands, respect for the child's personality is added.
2. In the process of education, it is necessary to raise children inspired by successes and open prospects.
3. In the process of upbringing, it is necessary to rely on the positive qualities of children.
4. During the learning process, the age and psychological characteristics of children are taken into account.
5. Ensures the effectiveness of student learning through and within a team.
6. The collaboration of school, family, neighborhood and community in the educational process makes it complete.

Basic principles of social pedagogy. The concept of "principle" translated from Latin means "foundation". The word "principle" comes from the Latin word "principium" and means "base", "beginning". Any science has its own principles, which arise from certain rules used. In science, principles and rules exist independently of us. It is impossible to deviate from them, otherwise pedagogical activity will be useless and even harmful. Social pedagogy is separated from pedagogy, naturally, based on the principles of this science.

We consider 3 principles of social pedagogy:

- the principle of harmony of education with nature;
- the principle of compatibility of education with culture;
- the principle of humanism. Each of these principles has its own interpretation and its own characteristics in social pedagogy.

The principles of education are the rules for the implementation of education, on the basis of which theories are developed and methods, forms and means of education are implemented.

The principles of education are as follows:

1. Ideology, spirituality.
2. Personal training within and through the team.
3. Requirements and respect for the individuality of students.
4. The connection between education and the practice of life, work and society.
5. Consistency, gradualism, duration, systematicity, integrity and continuity of educational influence.
6. When teaching, the age and individual characteristics of students are taken into account.

Harmonization of education with nature is a principle of social pedagogy, according to which a social pedagogue in his practical work relies on factors of the natural development of the child.

In social pedagogy, following the principle of harmony of education with nature, it is necessary to rely on the following rules: taking into account the age characteristics of children, taking into account the sexual variability of children; taking into account the individual characteristics of children associated with deviations from the norm; reliance on the positive, strengths of the child's personality; development of the child's initiative and independence.

The principle of harmonization of education with culture. This principle is a continuation of the principle of harmony of education with nature. Its necessity is determined by human nature. A person is born as a biological being and as a person acquires social experience of behavior, passing from one generation to another in the process of personal education and development.

In our country, there are differences between urban and rural residents, between different socio-professional groups of the city. At the same time, discovering the level of values of different cultures and subcultures is one of the conditions for the effectiveness of education.

The principle of humanity. The task of a social educator is not just to love children, but to teach them to love their parents, brothers, sisters, friends and people around them. The idea of humanity is very important for a social educator, especially for children with developmental disabilities.

According to the humanitarian principle:

- treat all people in society with respect, regardless of their living conditions;
- teach and help you choose the position "I will decide myself", solve your own problems;
- it is necessary to convey to children that they need to be helped not out of pity, but in order to help them enter society.

The principle of humanization in social pedagogy provides for the teacher's attitude towards the student as a responsible and independent subject of his own development. The implementation of the principle of humanization of education has a positive effect on the education of children, adolescents and young people.

The principle of diversity in education. The diversity of social education in modern societies is determined by the diversity of individual needs. The principle of diversity of education is based on the universal human values at the federal, regional, municipal and local levels, taking into account ethnic characteristics, as well as regional, municipal and local conditions, as well as human, young, differentiated and individual in educational institutions. It was designed to create conditions for the implementation of moral and value education based on these approaches.

To implement the principle of diversity in social education, it is necessary:

- the creation of educational organizations of various types, taking into account the interests and needs of the individual, the needs of various age groups, socio-professional, ethnic groups, as well as the needs of territorial and regional organizations;
- organization of regional and municipal systems of social education;
- organization of local educational systems.

Implementation of the principle of diversity in social education:

- solve various life and personal problems of a person, shape his abilities;
- it creates conditions for expanding people's opportunities to choose their own development strategy, life and professional path.

The principle of collectivity of social education. The description of microfactors of socialization shows that the socialization of children and adolescents occurs in interaction with peers and adults (family, neighbors, microcommunity, educational organizations). Social education occurs in communities, on the one hand, as part of relatively socially controlled socialization, and on the other hand, it involves children and adolescents in social life as an objective necessity.

We can consider development as a process of human solving three types of problems: natural-cultural, socio-cultural, socio-psychological. According to these tasks, it is possible to determine the aspects of personality development on which social education in educational institutions should be oriented. The need to solve natural and cultural problems of human development, physical (natural); helps develop sexually (physiologically). A person has a need to solve sociocultural problems: intellectual (mental); creates the basis for social development.

The possibilities and role of these aspects of social education are different, but in each of these aspects it occupies an additional place compared to socialization factors. In addition, depending on the type of educational institution, the opportunities differ. According to the collective principle of social education, the strategy and goal of social education is to help the younger generation and adolescents become perfect human beings. The process of social education and educational institutions can only be a means of personal development.

Joint activities of social education. The idea of the need for dialogue between teacher and student arose in ancient times and was developed in the pedagogical methods of the Middle Ages, and later in the works of a number of teachers of the new era.

In recent decades, the consideration of education as a subject-object process, and later, the spread of this approach in pedagogical practice, has made this principle the most important principle of pedagogy. According to the principle of joint activities of social education, the spiritual and educational development of children, adolescents and adolescents is carried out in the process of exchange of values (spiritual, social) between the teacher and the student. This:

- world cultures and values that have developed in a particular society;
- value characteristics characteristic of subjects of social education;
- values specific to a particular member of an educational organization.

The principle of joint activities of social education does not require equality between teacher and student. This situation is explained by age differences, uneven life experiences, and asymmetry of social positions. The principle of joint activities is not equality, but mutual respect and honesty.

The principle of incomplete education. This principle follows from the hereditary nature of socialization. The principle of incomplete education considers each stage of a child's development as an individual and social value.

According to the principle of incomplete education, education should be organized in such a way that a person has the opportunity to "reform" at every age. Taking into account the listed principles of education and ensuring them is one of the conditions for achieving a positive pedagogical result.

In conclusion, it is worth noting that, while educating the younger generation to become comprehensively developed people, we must not forget that education is a pedagogical process, knowing and following it as a social phenomenon. We, educators, will have to monitor this information and use it effectively in the educational process.

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