

In the Conditions of New Uzbekistan the Main Issues of Science and Modern Education

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Abstract:

The article examines the basic concepts of science and education, the role of science in the development of education, educational values, the concept of modern education and conceptual requirements for it, modern requirements for education in the context of globalization and recommendations.

Key words and phrases: science and education, education, educational values, the concept of modern education, conceptual requirements, in the context of globalization, modern requirements for education.

1. INTRODUCTION

It is known that the laws of nature and society, knowledge and imagination about them are realized through one or another science in a certain direction. The development of Sciences leads to the improvement of knowledge in all areas. Science is a type of human activity that concentrates the knowledge that the science of a particular field determines, sorts them and puts them into a certain system. Since science and science are inextricably linked, they are referred to as "science".

Science, depending on the object of study, is divided into the following groups: Natural Sciences – a set of secrets of nature; Social Sciences – a set of Sciences in the life of society; Economic Sciences – a set of secrets of economic activity of society; Political Sciences – a set of laws of relations of management groups with the people subordinate to them; Technical Sciences – a set of

Discoveries in the sciences, scientific research work are carried out according to the existing methodological and methodological foundations.

The methodological basis says that before carrying out any activity, the general goal set before society and the laws of dialectics should be implemented, giving rise to the imagination of a person.

And methodology-as a result of a goal-oriented action, a number of methods and techniques are used to achieve the goal. It is accepted to call the instructions for the use of the same

methods and techniques a methodology.

From the innumerable knowledge that academic science has sorted out, the state of which is selectively regulated by the knowledge that the owner of a particular profession needs, and which, taking into account the age of children and the acceptance of knowledge and other factors, can be given to young people at a certain stage of the continuing educational process, is called educational science.

The development of any society depends on the practical implementation of achievements in science. Including the development of the pedagogical sphere. At a time when the development of school education has become a necessity of the times, the issue of training future teachers remains extremely relevant. The issue of educating young people by education is also the most relevant, non-delaying goal of our society.

Only people with high knowledge, moral education are considered the force that moves society. As the great critic Abdullah Avloni said, " upbringing is for us-either life, or death, or happiness, or prosperity, or destruction."

At the moment, this is the great task set before modern schools by society. Because not always young people are future generations of any society. From this point of view, the degree of development of our motherland will depend on the knowledge, skills and qualifications and professional competencies of young people sitting today at the desks of schools and higher educational institutions, the level of upbringing.

Upbringing is a practical pedagogical process aimed at the formation in each individual of certain physical, mental, moral, spiritual qualities; it is a set of measures aimed at the content of mental-physical, artistic-aesthetic and moral-spiritual properties necessary to ensure the survival of a person in society.

At the same time, upbringing is a long-standing value inherited from our ancestors, which ensures the continuity of human humanity, the nation's nationalism. In any society, neither a separate person nor all of humanity can exist without upbringing. Because the national values that ensure the existence of Man and society are passed down from generation to generation due to the means of upbringing.

The term "upbringing" is used in the scientific literature in narrow and broad meanings. In a broad sense, upbringing means a set of all influences, activities, actions, aspirations aimed at the formation of a person's personality, ensuring his active participation in the production of society and social, cultural, political, educational life. Education in a broad sense also encompasses education and enlightenment. After all, upbringing is a concept that is broader than education.

In a narrow sense, education means a special activity aimed at the cultivation of the physical development, worldview, spiritual and moral image, aesthetic taste of a person. This provides for the implementation of upbringing by the heads of the family and educational institutions, as well as public organizations. Getting an education and achieving enlightenment does not go into narrow-meaning education.

But it should be taken into account that any upbringing can exist in close connection with education. Because the increased knowledge of an individual in the process of obtaining education and achieving enlightenment often accelerates the decision of noble moral and spiritual qualities in this person. That is why upbringing – plays a decisive role in the life of any society and any country.

The country, which is not engaged in the upbringing of the younger generation, members of society in general, faces stagnation and, as a result, is doomed to a crisis. Therefore, for the growth and development of any society, the production of material and spiritual resources should be steadily increased. To do this, each generation must be able to

raise the cultivation of material and spiritual wealth to a level better than the ancestors. For the formation of such material and spiritual abilities to the younger generation, it is necessary that society has a system of educational institutions that operate effectively in a continuous manner.

The concept of upbringing has a different essence in different periods of the history of the nation and the development of society and is interpreted in different ways. In Shura's time, from the point of view of communist ideology, upbringing was approached as a class and party phenomenon. That is why the view that the upbringing of different classes and social classes is special and contrasts with each other reigned. However, the experience of world education and national pedagogy of the Uzbek people proves that upbringing does not have a class appearance. Indeed, the essence of goodness and evil is the same for a representative of any social class.

Communist ideology gave an excessive assessment of the place of social institutions in upbringing, completely denying the existence of the role of hereditary and biological characteristics in the spiritual and moral formation of the individual. Even because the dominant communist ideology relied on the view that any person can be socially disguised by means of upbringing, his place in personality formation was given an overestimated assessment.

The lack of consideration of hereditary and biological characteristics in the person of the educator led to the mistake of being fascinated by false educational activities. As a result of this, upbringing became spatial-disoriented, it was decided to treat the wards not as a separate person, but as an image-free object that could be put into the desired social mold. This circumstance led to the ineffectiveness of the upbringing of the former. Because the national identity of the nature of the individual, which was the main object of upbringing, was completely forgotten.[5].

After the independence of Uzbekistan, an inhuman class-party approach was completely abandoned in the interpretation of upbringing, and an approach was decided that relied on a new healthy pedagogical thinking in the processes associated with it. Now special attention is paid to the hereditary-biological aspects and nationality of upbringing. For this, the wealth of folk pedagogy, the system of educational views of thinkers are carefully studied. The rich experience of our nation in the field of many centuries of education is being programmed to educate young people who are the future of independent Uzbekistan as perfect people.

In the conditions of New Uzbekistan, where the globalization process has spread widely, the issue of educating a harmonious person is becoming more relevant. The lack of satisfaction of the need for competitive specialist personnel is an obstacle to the development of society. It is very difficult to understand the inconveniences of teaching subjects in general secondary schools, the lack of Organization of general secondary education on the basis of modern requirements, absolutely not taking into account the abilities, talents and interests of students in mastering subjects, that all subjects are taught on the same demand for all students.

Whereas, as a result of the lack of consideration of the need for mastering the subjects in students, the state educational standard (DTS) imposed by the state on the students' knowledge, skills and qualifications (BKM) is not fulfilled, even if there is a minimum requirement.

How to understand the use of textbooks with a unified curriculum for schools at the Republican level, a unified curriculum in subjects and no alternatives? It cannot be justified that our goal is supposedly aimed at the wider development of thinking and consciousness of

young people by studying more disciplines. And this is by no means possible. Because children's interests and opportunities in sciences, professions are diverse.

For example, for children with high talent for mathematics and Exact Sciences (such as computer science, physics), the knowledge that is given from the rest of the subjects is secondary, and students master it not because they want not to master the subjects, but rather because they are not interested in those subjects and have no talent, they also master it blankly and inefficiently. Also, for children who are interested in socio-humanitarian Sciences, the ability to do mathematics and other Exact Sciences will be poorly developed. Relying on our long years of pedagogical and life experience, we want to admit that in order to extract competitive graduates from schools, disciplines are expected to be taught by differential (stratification) compounding. What is the way to do it? We will try to answer this question as follows and thereby prove our thoughts.

First of all, by diagnosing the knowledge of students in elementary grades, it will be appropriate to determine which subjects they have an interest and talent for. For this, it is also impossible to take the opinions of parents from benefit. And from the fifth grade, it goes to the main goal.

It is known that in most of our schools there is a parallel (for example, 5A, 5b, 5V, 5D, etc.), based on the large number of students in the section of classes.k.z.) there are classes. In accordance with this example, it will be appropriate to organize classes in such a school, which will be taught by deepening subjects in four directions.

For example, Class 5A is a class taught by deepening mathematics and Exact Sciences, class 5B is a class taught by deepening native language and literature and foreign languages, and class 5V is a class taught by deepening natural sciences, class 5V is a class taught by deepening socio-Humanities (History, Law and other sciences).

Of course, in the first place in teaching, deepening the subjects, the wishes and interests of students, parents are taken into account. The second side of the issue should be the creation of a curriculum, curricula and alternative textbooks suitable for these classes. This responsibility should be borne by the Ministry of public education of the Republic. At this point, we want to recognize the slow practical activity of the ministry in this area. It is required to revise the DTS, curriculum and training programs, to optimize them in accordance with the purpose. By integrating the content of education, it is necessary to reduce the number of subjects taught, not to increase the load of students in vain, to achieve that they save their time. Only then will the attitude of students to the lesson change from negative to sharply positive.

From our experience, it is clear that for a student with a talent for mathematics, students do not get bored, the load does not weigh, even if they are taught this subject up to 8 hours a week instead of 5 hours. The love of the Azbaroi student for this science is the reason for the in-depth study of science. In the same way, the indicators of mastering the subjects of students studying in another direction also increase to the maximum.

The problem is that in schools with a small number of students, instructions, mechanisms for how to organize it should be developed. In our opinion, the organization of additional classes through special lesson schedules, individual classes, various activities such as fan clubs, quizzes, science months can cause students to master the subjects perfectly.

The conclusion is that in schools there has come a deadline for all students to give up teaching all subjects based on the same requirements. In this way, we are confident that the reform of education in form and content will pay off.

Such an experiment kamina (Musurmonov R. The head of the Regional Department of public education) was tested in Kashkadarya vilot in 1995-2002 and achieved efficiency. That is, as a result of the creation of special classes on differentiated (differential) education of subjects

by order of the Regional Department of halq education in schools with a large number of legal status 30 talented children's lyceums and student contingents, which deepen and teach subjects in regional districts and cities, the admission of students to higher education institutions in the Gifted children's high schools had up to one hundred percent student access in higher education institutions chosen by students from Guzar, Kitab, Shahrisabz, profession, Yakkabag, and other districts. Unfortunately, the qashqadaryan public education officials missed such an opportunity. The lyceums of gifted students were liquidated, the classes taught by deepening were ignored. As a result, according to the results of the school rating of the region in the 2021-2022 academic year, kashkadaryans took thirteenth place in the Republic.

Such a positive experiment was carried out in other regions in those times and had good results. Especially Bukhara, Khorezm and Samarkand regions were leaders in this area.

Moreover, in the education system of developed foreign countries experiments also confirm this.

The law of the Republic of Uzbekistan "on science and scientific activity" was adopted on October 29, 2019. The law consists of 6 Chapters, 46 articles and is significant in that it focuses on the conceptual foundations of the development of Science, Education in the Republic. Article 3 of the law "on science and scientific activity" contains the basic principles of the field of Science and scientific activity: freedom of scientific creativity and information; efficiency and creative competition; interest and motivation; impartiality of scientific expertise; human life and health are defined as non-harm to the natural environment.

In Article 4, the main areas of Science and scientific activity are: achieving the competitiveness and effectiveness of the national economy through the development of Science and scientific activities; setting priorities for the development of Science and technology and targeted resource orientation; development of State scientific programs, support of motivated initiatives and projects; formation of an environment of aspiration to science and its attractiveness, ; protection of rights to objects of intellectual property; rational improvement of financing of the sphere of Science and scientific activity; ensuring the inextricable connection of Science, Education and production and increasing interest in it; ensuring the inextricable connection of the sphere of Science and scientific activity with the information space; it is established that it consists in the development of international cooperation in

Based on the requirements of the law, the legal basis for the organization of work in all areas on a scientific basis, the widespread use of new innovative ideas, developments, modern Information Technologies has been created. Therefore, the theoretical and practical development of pedagogical science should also be established at the level of modern requirements.

In the XXI century, science, technology and technology are rapidly developing. And our education system is extremely lagging behind. Both the entry into the ranks of developed countries, the development of society, the raising of the potential of our republic, the raising of our national values are carried out through the modernization of Education. For this, it is necessary to deeply feel that there is a need to equip educational institutions on the basis of modern requirements, develop an educational and technical base, reform the management system, change the form and content of education, widely use the possibilities of new pedagogical and information technologies.

Life experiences and observations show that it is advisable to focus on the following in the modern-appropriate and specific management of educational institutions on a scientific and methodological basis:

- * Full assurance of continuity between the stages of continuing education;
- * Professional, scientific and methodological training of senior personnel based on the advanced experience of foreign countries, which have developed the content of education and its methodological support, further improvement;
- * Raising the level of demand for creative and social activity, ideological and political maturity in most school leaders;

As the president of the Republic of Uzbekistan Shavkat Mirziyoyev noted in his speech at the solemn ceremony dedicated to the day of "teachers and mentors" on August 30, 2020: "both the cornerstone of progress and the power that makes the country powerful and the nation great are science, education and upbringing. The light of our tomorrow, our Motherland, is closely connected, first of all, with the education system and the upbringing we are giving our children. The more educated our children turn out to be from school, the faster the sectors of the economy based on high technologies develop, the more social problems are possible to solve. Therefore, if I say that the threshold of New Uzbekistan begins with school, I think that all our people will support this idea," [1] he admitted.

Indeed, in the field of education, as in all spheres of the national economy, the intended goal cannot be achieved without the widespread and deep application of modern innovative technologies.

Determination of educational goals in continuing education institutions is determined by certain internal and external conditions. Of particular importance in this is the social pedagogical environment in schools and DTS. Alternatively, an important place is occupied by the adaptation of the base educational plan and programs that determine the Real educational process.

These are external requirements, the correspondence of which with the clear and existing Real capabilities of the school serves as a regulatory framework for determining the tasks of an educational institution. But these tasks do not clarify the specific purpose of the educational process. The general task of the school is reflected in the answers to the following questions:

- To whom and in what areas of Education does the school direct its activities? Task setting is determined by the fact that it is not blindly following the social order or becoming the inner workings of the school, but by the equality of external and internal needs and opportunities.

- What level of educational services can the school provide?
- What educational tasks are priority for the school?
- What else, in addition to educational services, can offer schoolchildren additional?
- What opportunities and benefits can the school offer for its employees?
- How is the school being prepared for the territorial education system in relation to a wide social circle?[2].

So, it can be said that a school considered an educational institution can achieve the goal that it sets itself when it is enough to be able to answer these questions in full positive.

For this, the professional pedagogical training of the head who heads the school is their scientific – theoretical, pedagogical-psychological, scientific-methodological training, ideological-political and spiritual-moral maturity.

One of the main tasks is the organization and improvement of the educational process in educational institutions and the development of leadership activities based on the principles of state policy in the field of Education established by the current regulatory documents.

The most sensitive aspect of leadership activity is working with teachers and

employees in an educational institution, organizing their activities at the level of requirements, uniting the pedagogical team on the path of one goal – Term, gaining their respect, becoming the favorite leader of team members. [3].

To do this:

- * Pedagogical skills-knowledge of the features of the educational process, its organization and high level of development of professional skills;

- * Technological skills - related to constructive and organizational skills, can be used to manage specific performance, receive information, communicate it, organize work and plan the process;

- * Communicative skills-the ability to communicate, understand the members of the pedagogical team and act with them bamaslahat;

- * Analytical skill-consists in a deep and thorough understanding of the educational process, knowledge of simple and complex elements of the system.

Basic requirements for the modern pedagogical process:

- * Knowledge of existing needs and problems in the educational system;

- That the goals are relevant enough to address an important issue;

- Although the goal is complex, but it is necessary to be clear, to represent the development of the school in the near future;

- The more thorough the goals are formulated (with the desired specific level and the deadline for achieving it), the easier it will be to achieve them.

- The fact that goals should have a character that diagnoses, motivates, seeks and encourages creativity, initiative;

- That the goals must correspond to the tasks facing the educational institution;

- It should not be forgotten that collaborative collective activity consists in the need for a unity of goals.[4].

It is necessary and important for the heads of institutions of the continuing education system and pedagogical workers to correctly understand the requirements of modern education, to be present young people studying in power educational institutions that move society, to approach from them in terms of a positive solution to the problem of training highly potential competitive personnel.

As long as the center of the educational system is human capital, its correct distribution, its effective use and targeted orientation, it should not be forgotten that the organization of the system of preschool, general secondary and higher education with all stakeholders of society, all subjects of the educational process in a single whole on the basis of today's requirements and achieving

The study of the existing shortcomings in the educational system of the Tashkent region and their analysis showed that the Coordination of pedagogical Educational Directions, planning of prospects, the slowness of communication and integration between educational stages, the prevalence in the activities of educational subjects caused a lack of satisfaction of the need for pedagogical personnel in the area and a decrease in the quality

Based on these requirements, Chirchik State Pedagogical University defined the new system associated with the creation of the innovation cluster of pedagogical education in the Tashkent region as its priority strategic direction and carried out certain work on the basis of this system. This system provides for achieving the effectiveness of education by applying the cluster method, which is considered effective in light industry, a number of sectors of agriculture, as well as in the production sectors of the economy, to provide specialist pedagogical personnel. The cluster system of development of pedagogical education operates in general areas related to education, the creation of educational literature, the increase in the

scientific potential of pedagogical personnel, the continuity of education and upbringing. At the moment, these general directions are privatized in such areas as the management and organization of education, ensuring continuity and integration between types and directions of education, the use of teaching methods and Means.

Indeed, in production networks there is a chain of sequences of cultivation, processing and transformation of raw materials into finished products, as well as its realization, and this sequence is also present in the system of pedagogical education in the form of human capital. This showed that it was theoretically possible to introduce a cluster model that was effective in production into the education system. Rector of the University. The cluster of pedagogical innovation, introduced at the initiative of Mukhamedov, the interaction of networks on one goal has borne its positive fruit. It can be recognized as a novelty that the joint cooperation of preschool education, general secondary education, secondary special education and higher educational institutions has been established.

The innovation cluster of pedagogical education is based on the principles of communication, continuity, consistency, succession, modernity, orientation, interest.

So, summing up, education will be able to achieve the results that it sets for itself only if it is able to connect its roots with science and production, social life, in a word, with life, to enter into comprehensive integration with domestic and related industries, and the state, which is able to ensure a deep, comprehensive continuous connection of Science, Education and It is no secret to anyone that significant work is being carried out in the field of education of our country in this regard. One of the most pressing issues is the radical improvement of the education system, the identification of the target areas of training of specialists with higher education, the continuous improvement of professional qualifications and knowledge levels of pedagogical personnel.

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