



Education As a Phenomenon of Social Culture Development of Knowledge Skills of Students

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Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 06 Dec 2023	<i>In this article, the promotion of quality education and creativity is defined as an urgent task. This requires clarification of modern didactic parameters for the development of students' intellectual culture, improvement of innovative technologies for the formation of a scientific worldview in the educational process. In particular, it is shown that it is necessary to give priority to the creative components of the development of students' intellectual culture, to acquire the skills of a holistic perception of the scientific landscape of the world based on innovative approaches.</i>
CC License CC-BY-NC-SA 4.0	Keywords: Education, Intellectual Culture, Creative Component, Innovative Approaches, Scientific Landscape, Holistic Perception, Scientific Worldview, Creative Abilities, Educational Process

1. Introduction

In the 21st century, education is globally recognized as a key driver of sustainable development, and the 2030 International Education Vision identifies “quality education and stimulating creativity” as an urgent priority. This requires clarification of modern didactic parameters for the development of students' intellectual culture, improvement of innovative technologies for the formation of a scientific worldview in the educational process. In particular, it is necessary to give priority to the creative components of the development of students' intellectual culture, to acquire the skills of a holistic perception of the scientific landscape of the world based on innovative approaches. In the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947 “On the Action Strategy for the further development of the Republic of Uzbekistan”, the system of continuous education identified improvement tasks, Uzbekistan Resolution of the Republic of Kazakhstan dated April 20, 2017 No. 2909 “On measures for the further development of the higher education system”, Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated January 26, 2017 Ministerial Decree No. 187 “On approval of state educational standards of general education and special vocational education” December 8, 2018 Ministry of Higher Education of the Republic of Uzbekistan “On measures to organize international research to improve the quality of education in the public education system” Karori, Republic of Uzbekistan. Uzbekistan on the Concept of Systemic Development until 2030 According to Decree of the President of the Republic No. PF-5 847 of October 8, 2019, classification of responsibilities related to the development of the pedagogical sphere

2. Results and Discussion

Now our national pedagogy is developing at a rapid pace. From time immemorial, our ancestors paid special attention to raising children. Proof of our proverb “Hit a child on the head...”. Great scholars and writers, virtuous people such as Al-Bukhari, At-Tirmizi, Beruni, Az-Zamakhshari, Navai, Babur, Ogahi, Abdullah Awlani, Abdurauf Fitrat, Abdulhamid Cholpan, wrote many works on education. They paid attention to national characteristics in education. Before independence, their teachings were not sufficiently studied. Because we introduced European, former Soviet pedagogy. It is known from history that at one time Shari's pedagogy flourished. When the German scientist Herler said: “The East is the teacher of Europe,” he probably had in mind precisely these periods of development. Eastern pedagogy has a wide scope; it can be compared to the ocean. What we are studying now is just a drop of this ocean. We are returning to our identity, to the heritage of our thinking grandfathers. If we can use it effectively, it will not be an exaggeration to say that we can reach the most advanced countries in the world in the field of education. Indeed, this is better than any wealth.

As the great thinker Alisher Navoi said: “El-adabi you feel better.” That is why the Uzbek people created a medicine to educate the younger generation. Sacred Zoroastrianism It is not without reason that the optimistic pedagogical ideology is reflected in the book “Avesta” in the works of teaching scientists living and working today.

Pedagogy develops based on the laws of social development. Today this process is approaching its culmination. In particular, the ongoing work to create a rule-of-law state shows that national self-awareness is growing every day. Until the human mind progresses, no change will be felt in aspects of social life. Since times are changing rapidly, pedagogy must be synchronized with these changes. Modern scientific research in the field of pedagogy shows various theoretical approaches, scientific concepts, approaches, discussions about the intellectual culture of students. For example, in the context of globalization, discussions, scientific views, and disputes constantly take place between different approaches to the study of pedagogical aspects of the problems of human intellectual culture. In order for a person to have a high intellectual culture, first of all, it is necessary to educate oneself, know the content of social skills and use them effectively, and develop one’s internal skills and abilities at a high level. Education is a force and a tool that moves forward the development of society. Education is effective in shaping the worldview of a nation, creating morality, norms, and nurturing a spiritually mature personality. The power of education and its effectiveness are due to the presence of high knowledge. After all, as the President of the Republic of Uzbekistan Sh.M. Mirziyoyev noted: “If from childhood we pay attention to realizing the abilities of our children and mobilize all our capabilities for their development, then much more Berunis, Ibn Sinas, and Ulugbeks will come from our country”². Just greatThe difficult path of our grandfathers along the path of science should be an example for us. The formation of cultural aspects of the scientific activity of specialists is one of the strategic tasks that determine the development of our country.

It should be noted here that a person’s high intellectual culture plays an important role in finding solutions to the complex economic and social problems facing him, and in overcoming a spiritual crisis in the process of development, and in strengthening the faith of God. Content and structure of intellectual culture. Without a full understanding of the mechanisms of formation, students cannot realize the richness of their intellectual culture. From this point of view, when studying problems within the scope of the research topic, the logical and psychological foundations of intellectual culture, structural elements, relationships with other forms of intellectual processes, as well as the influence of lifelong education on it, were systematically analyzed by world philosophers and scientists. Among the scientists who worked in this field, Mitrofanov D.V.⁴, You can include G.A. Vorontsov⁵. Uzbek scientists such as O. Okyulov⁶, M. Kalandarova⁷, V.I. Andriyanova⁸, did not conduct separate studies in the field of intellectual culture, but touched upon aspects of its structure in their studies on artistic, philosophical and legal problems. Three elements of intellectual culture are described: intellectual and pedagogical, socio-legal, spiritual and ethical aspects. The first element includes mastering the basics of science, as well as developing a person’s intellectual abilities and skills. The second aspect is the socio-legal factors of intellectual culture, and the third is the dialectical relationship between the subject and object of lifelong education.

Education as a type of cognitive activity has several basic meanings in the science of pedagogy. That is, the creation of knowledge, skills and abilities in these students, the formation of their worldviews, thoughts and beliefs is the development of their abilities in order to ensure that students in a certain period become educated, cultured, educated people. In this process, such questions of thinking as induction and deduction occupy a large place. Induction is a way of reasoning from a particular case to a general rule, and deduction is a way of reasoning from the general to the particular. The third stage of students’ cognitive activity is consolidation and application of knowledge. The essence of consolidation is the perception of new material. Is to improve the temporary connections formed during the process. In this process, loose and unstable connections are strengthened. To increase the activity of students, it is not enough to ask questions about the material during the initial consolidation of the material. To do this, the student can work independently with books and textbooks, various exercises, and practical exercises. It can also be used for training, training weapons and computer work. Further consolidation of the material continues in the process of completing homework. Repetition of material at each subsequent lesson, ascertaining repetition at the end of a topic or section, repetition at the end of the school year are necessary elements of consolidation. One of the means of successfully acquiring knowledge, skills and abilities is the practical application of previously acquired knowledge. In the process of practice, knowledge is replenished, and it becomes possible to use it in practice.is generated. Accepting practical problems requires knowledge and knowledge, which motivates the acquisition of new knowledge.

Any process is a movement, a gradual change in things or events of the material world. The process of education is also intellectual for the younger generation. action aimed at developing strength and forming moral qualities. How do we understand the learning procedure? The process-process is Soboy Sovokupnost nauchno-obsnovannyx Rabot, Napravleny na soznatelnoe and Tshchatelnoe ovladenie System formation of the basic dialectical view and preparation of the child. The process of learning at school is not something random, and certainly not something emanating from the private opinion of the teacher. Knowledge of the educational process is formed on the basis of theory and reflects the requirements arising from the laws of social development. Modern advanced pedagogy considers the purposeful formation of a person's personality as a system consisting of upbringing, self-education and social experience. Based on the connection between the subsystem of education and self-education, social experience is organized by students and, thus, a person's personality is formed. The educational process is the core of the pedagogical process of education, self-education and social experience is generated. When solving practical problems, practice in knowledge arisesembodies unity. Education in the educational process is carried out mainly in the form of teaching, self-education and social experience. www.ziyouz.com library appears as one. Accordingly, the educational process is considered as a socio-pedagogical system, consisting of the subsystems of education (teacher activity), reading (independent learning of the student) and information content. Training constitutes the professional side of the educational process. The dual nature of the formation of a person as an individual (upbringing and self-education), as well as the internal structure of the educational process, is an action consisting of guidance and independent implementation of educational tasks by students. The guiding aspect of this equates to what the teacher teaches the student about course material and how to work on it. On this basis, students organize their activities to master the content of information. Thus, the essence of the educational process is the logic of the student's cognitive activity, which, firstly, is based on the fact that cognition begins with the study of practice. , which is the only source of knowledge in us, and theoretical generalization based on abstract thinking; secondly, knowledge arises from the need to compare acquired knowledge, theoretical generalizations with practice, which also serves as the only objective criterion for the truth of a person's knowledge. The educational process must necessarily include the psychological and pedagogical design of the cognitive process as a human activity and the practical application of the acquired knowledge. The educational process is based on certain requirements and didactic principles that apply to the entire process and apply to all academic subjects.

The most important of our teaching techniques are: It consists of the principle of pedagogical education, the principle of scientificity and the principle of connection between theory and practice. Methods and organizational forms of teaching are based on the principles of conscious activity of students, learning, reasonable assimilation of knowledge, understanding and taking into account specific differences. Teacher's job successFirst of all, it depends on how well he implements the general didactic principles of the content, methods and organizational forms of teaching. Didactic the principles reflect the patterns arising from the theory of direct knowledge of education, as well as the goals and scientific content of school education, age and psychological characteristics of students. Teaching principles are not something permanent and unchanging. Some of them retain their name depending on different circumstances and acquire a new meaning, and some, for example, A. Yes. Like the "principle of correspondence to nature" put forward by Comenius, it loses its meaning; and still others become the leading principle due to the fact that they fully reflect the certain requirements of society for the educational process in the new conditions. For example, at this time educational and improving principles of teaching acquired particular importance. Certainly; These principles bring novelty to the educational process and fill it with something. But the desire to develop and improve education is not new. For the first time in the history of pedagogy of our country, it was founded by Farobi and Beruni. For example, according to Beruni, pedagogical education is also an improving education: it ensures the development of observation, thinking, speech, memory and imagination, thus preparing a person for work in life. Knowledge mental development and proper education of students in the learning process does not occur by itself. For this to happen, it is imperative that educators have some influence. It is known that the learning process consists of a set of sequential actions of the teacher and the students he supervises. In this case, the success of students' activities directly depends on the rational leadership and guiding work of the teacher. What should be the essence of these works, the tasks set for the school in the law on public education? In fact, it is educational and developmental education that is currently leading. Principles should influence the educational process, including the basic form of education. Requirements for the educational process were not always the same at different stages of the development of society. This situation arose from the laws of the development of society and its most important task - the upbringing and training of the younger generation. The requirement of today is to organize the educational process in such a way as to form in students not

only repetitive, but also creative thinking. Psychologists say that thinking always begins with a problem or question, with surprise or misunderstanding, with conflict. In this regard, the theory and practice of pedagogy actively includes the concept of a problem-based approach to learning based on educational problems. The crux of this challenge is that prior knowledge provides students with specific knowledge, skills, and abilities to understand and explain. This is a didactic conflict between new facts and events that are not enough. This conflict is the impetus and at the same time the driving force of creative mastery. By solving problems in learning, we mean students' understanding of a learning problem and the organization of cognitive activity aimed at solving it. An important feature of problem solving in learning is that it is more necessary to create a problem situation than to pose a problem. It is important to consider the creation of this situation based on real facts and events. After all, the more natural the problem situation, the more opportunities there are to activate students and involve them in solving the problem. Problem-based learning does not cancel the basic principles and rules of traditional didactics, but is based on them. The purpose of using a problem-based approach in teaching is to complement the current educational process with methods and techniques that help students actively develop creative thinking. In general, the main goal of improving the educational process is to raise its quality to a new level. . Accordingly, what should be new in the activities of a teacher? First of all, he does not simply describe the material and does not provide students with ready-made conclusions and generalizations, but draw their attention to the object being studied, find a problem in it or, if possible, encourage students to think independently about the problem in this object, create a problem situation, mobilize their attention, activate their thinking, eliminate indifference in learning, help students make the necessary conclusions and generalizations by thinking independently, he must teach them to observe, imagine, remember, and be creative, that is, he must teach his students to compare the knowledge they have acquired with observed life facts and events and draw correct conclusions and generalizations on this basis. That's all adds modern content to the educational process. In implementing today's tasks, the demands placed on pedagogical science, combined with deep social convictions, are extremely high. This is important: didactics clearly explains what the science of teaching is. It is known that all knowledge included in the content of school education reflects reality as it is, without any additions. The task of the teacher is to explain to students scientific, true knowledge in its original form, to direct it in such a way as to ensure that the independent assimilation of knowledge, in the presence of learned truths, is consistent with objective things that exist outside of human consciousness. Even partial knowledge that children receive at the first stage of education should not distort the truth. As a result of correct, science-based teaching, a true picture of the objective world is formed in the minds of students. Because students are curious they ask the teacher a question, and at this moment the teacher cannot give an intelligible answer, he is embarrassed. If I answer incorrectly, then my reputation.

He thinks he will go. For example, first-graders ask the teacher "What is space?" - they asked, and he was confused. Really, How to explain this to first graders? The teacher thought carefully, and then, instead of answering the next day, she immediately answered: "Space is very far from us." After this answer, will students have an idea about space? True science always includes the objectivity of social development and the laws of the material world. Our science is dialectical built on the basis of philosophy. This is not a description of reality, written with coldness and indifference, but a field and weapon of conflicting ideas about the material world. Science is a powerful force in shaping beliefs. Therefore, it is very important that the knowledge acquired by our youth becomes their faith. An important requirement is the development of students' creative abilities in performing these tasks. Only on this basis do we teach children to think independently, in them we can find the content of our own views and points of view. If it is possible to explain knowledge and show methods of work, then to teach creative activity it is necessary to involve students directly in the process of this activity. Here we will try to express some opinions on this issue. First of all, any creativity, especially the creativity of Sleepers, can be realized in specially prepared conditions. In this case, the decisive factor will be the system of knowledge, skills and qualifications. How to understand creativity, creativity? According to the generally accepted understanding, creativity is the lot of a few, talented people who create great works of art, new machines, machines, etc. But creativity is not only the creation of great works, it is also creativity, when a person thinks, invents an event, creates something new, even if it's small. The creative process should not be viewed as a coincidence, but as a rule. How to understand a student's creativity? Children don't create anything new, do they? A student's creativity is manifested primarily in any process of his activity: solving problems independently, writing abstracts, experimental work, labor. A student's creativity is his ability to correlate acquired knowledge with facts and events he has seen in life, to correctly evaluate them, analyze and synthesize primary data. The entire creation is not a renunciation of existence, but a complete penetration into existence. An individual approach to learning is also an important requirement of the educational process. How do

we understand this requirement? An individual approach to learning should be implemented not only in exercises, but also at all stages of the educational process: when learning new material, consolidating and repeating, as well as doing homework and extracurricular activities. How is this implemented, for example, when learning new material? When a teacher explains material, he cannot limit himself to a paragraph in the textbook. He should provide some information for more influential readers. So what should idle readers do? Did the teacher not take them into account? Most experienced teachers, before moving on to difficult topics, organize an additional lesson with such students, repeating previously learned knowledge necessary to understand the new material, and explaining difficult areas of the new material. Such additional work is necessary in the work of a teacher, although not always. Because a teacher's professional duty is the most Firstly, it is helping those in need. There is not always an opportunity for this in classes. During classes, it is recommended to initially give the entire class materials of the same difficulty, and differentiate the preparatory exercises only at later stages. Work with idle students should be carried out both in classes and in additional classes. Not only teachers, but also students of the senior class should participate in these events, where strong students of that class are assigned to the idle students. During the period of transition to a democratic and humanistic education system, an individual approach to learning has acquired particular importance, therefore the requirement of today is to achieve appropriate knowledge at each stage of education for students to master the secondary school program. Personality is always in formation. Personality formation can also be slow. Of course, not only school, but also the development of society will solve the problem of all-round human development.

4. Conclusion

With the development of society, favorable conditions are created for the development of personality in all aspects. The problem of differentiation and individualization of learning is not a new problem in the theory and practice of education. But nowadays it is acquiring special significance in the theory of education. Its essence for foreign pedagogy, on the one hand, is the training of qualified personnel in the conditions of the scientific and technological revolution, and on the other hand, the development of science, production, management, stands in creating problems of ideology, literature and art. If the problem of differentiation of education is put on a scientific and pedagogical basis, it will be possible to individualize learning to a certain extent. Individualization of education is a very complex problem, the solution of which directly depends on a certain methodological and pedagogical approach. Teachers and psychologists approach the problem of individualization of education from the point of view of the comprehensive development of the individual, the relationship between the individual and a specific group (consisting of students or producers), and the role of the school in the upbringing of a person. In this they rely on the doctrine of inequality of talents and abilities, their diversity and individuality. Individualization of learning means that education is also individualized. In the process of training and education, not only a person's abilities develop, but also his qualities.

A person becomes a person only through his attitude to the world around him. Individuality does not exist in isolation from society and social relations. In a class-exploitative society, due to the class nature of such relations, any individualization of teaching and upbringing strengthens the influence of the dominant ideology on students, and this influence becomes more subtle. , variables and more appropriate changes, even the layout of school buildings, the ratio of classes, groups and some of the activities carried out with each student will cause major changes. Students live their own lives; their spiritual world, which expresses their attitude to the outside world, is rich and unique. This inner world, inner life can only be understood with an individual approach. Taking into account individual characteristics, interests and talents otherwise, courses regularly taught in class are likely to become rote memorization. The talent of each person is multifaceted and is formed not only due to external reasons, but also depending on his own nature. A person does not take on external influences, but there is a biological ability that allows a child to assimilate the social experience that is given through upbringing.

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