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Education in Development Society (Functional Aspect)

Key words: *education, education and upbringing, culture, innovative education, information technology, competence, information competence.*

Annotation: *educational and scientific-methodological aspects, use of information technology, innovative learning, application of innovative teaching, coverage of innovative education, community life in the learning process, the formation of competitiveness and innovation, the role of education as a function of traditional teaching methods are discussed in this article.*

Education is a multidimensional concept, also a part of social and cultural practice. It means education, culture, and its mission is to incorporate science, art, human rights and economic values, and bring the natural person to the level of civilization. That's why it is possible to think about ethical, social, scientific (theoretical), artistic, and religious education.

In a narrow sense of education, the relationship between the educator (reader, student) and the educator (teacher, professor-teacher) is understood and the concept of teaching activity combines them and shows that education is a uniform system. That is why every society is interested in developing the education system, and it demonstrates that the education system in the community's life and culture is provided. As a result, a number of tasks that are to be addressed before education are set by the society, its systematicness, and the degree of connection is indicative of the subordinate elements.

Innovative education is also a subsystem of the education system and serves to ensure a more effective pedagogical process.

Based on computer technology and telecommunication technologies, it is possible to differentiate teaching methods, taking into account the attitude of educators and educators. However, independent teaching methods play a special role in their goals, objectives, and outcome.

The methods of independent learning on the basis of modern information technologies have developed well. In the traditional way of teaching, independent learning was mainly in the form of a book, while new technologies enabled the faculty to minimize the use of educational resources. One of these is a multimedia approach, and educational resources are developed on a variety of tools and are shortly available to the consumer-trainee. In this way, the quality of educational materials will be maintained and the process of acquiring the materials will be ensured efficiently. Therefore, it is imperative for independent learning to recognize and follow the criteria for identifying sources of learning, resource selection and quality assurance. For example, there are just a few types of resources to look for, searching for relevant information, finding relevant or relevant information in different fields, and more (7, p. 15).

Doctor of Philosophy R. Samarov commented on the problems in the field of education, including: "Any risk arises in a clear space, a clear target and a specific subject (object). Only human can understand this situation. In this case, human knowledge has a practical content, which, in turn, is divided into information-based, specialized, scientific, conceptual, declarative, procedural, structured, strategic. Considering the aspects of emerging, manifesting, changing, affecting the risks and threats to education, the following can be mentioned as possible:

- The occurrence of transferring inadequate information to the student (pupils) in the educational process;
- Emergence of a case-by-case (pedagogical) practice;
- The occurrence of basic time organizational tasks in order to promote the techniques for activating students (students) in organizing the educational process;
- Focusing on student learning in the learning process;
- Approach of the student (students) in the organization of independent study (professional orientation, professional orientation) in the organization of pedagogical supervision;
- Training in tutoring only to focus on the shape;
- The information provided in the educational literature does not cover the results of the new research;
- Ability to use abstract graphics, painting, and irritating colors to decorate teaching materials;
- Orientation of students (readers) to the creation of literary literary reading for extracurricular education, the reading of films, reading of national traditions, scenes filled with non-traditional behavior patterns;
- Do not regularly display educational advertisements on media such as awareness and self-awareness;
- Insufficient creation of educational and methodological literature, educational films aimed at protecting national interests, taking into account the educational institution's direction;
- Interpretation of concepts and phrases used in educational materials for educational institutions, interpretation of conceptual translation;
- Do not use the results of pedagogical diagnostics and prognosis based on the need to ensure national development planning and management;
- Structural approach to the preparation of educational materials, not the main context of the topic, but the use of secondary sources" (4).

In the process of educating progressive cadres in the process of education, first of all, it is necessary to form professional competencies. This, in turn, helps diagnose the professional qualifications of the pedagogical staff, and demonstrates the elaboration of the competences identified in the ideal pedagogical model. This is because the competence consists of such components as information component, instrumental component, social component, which is reflected in real pedagogical activity. For example, the information component provides a competent approach based on the goals and objectives of the education in formulating the personality of the trainee, enhancing his / her professional knowledge based on the concepts and principles that define the content of the pedagogical activity. This, in turn, leads to generalization, privatization, and the theme of the lesson on the basis of new science and science results. In turn, the instrumental component identifies the techniques needed for the transmission of information (knowledge) to trainees, based on the relevance of the pedagogical

process participants, the experience gained in practice (practice), the vocational education system, the vocational education, the variety of knowledge, skills and qualifications needed for The process of acquiring the scientific and cultural values that mankind has accumulated on the basis of it is effective. The social component is necessary for selecting professors-teachers' professional strategies in the process of education, as well as inculcating knowledge, skills and skills of trainees. The educational background of the various components is the enlightenment fundamentals of development that define the principles of community engagement and promoting the development process on a prospective basis (8).

In the process of pedagogical activity, the lecturers do not fully understand the fact that the lecturers (lecturers) do not fully understand the basic preparation of the audience, what the news, analysis and conclusions of the educational process are waiting for. This, in turn, requires a systematic approach to the improvement of the educational process and, first of all, defining the scientific approaches that can be used to develop the competences. In our view, one of these approaches should be chosen only when a comparative analysis of professor-teachers' achievements in real pedagogical practice and their attitude towards pedagogical problems has been achieved (6). Therefore, it should be noted that the diagnostic interview, the content analysis of the results of the pedagogical survey conducted at the Regional Center for Training and Retraining of Teachers at the Samarkand State University in 2016-2017, should be considered as a "public attitude" in the pedagogical evaluation of professional training of professors and teachers it is pedagogical practice there is a template approach in the evaluation of pedagogical activity of the teaching staff. As a result, pedagogical work of teachers who are successful pedagogical activity is not appreciated. According to the results of the conducted pedagogical survey, the level of social and professional maturity of professors and teachers is 40%, individual occupational tactics (36%), a role of a researcher in the field of education (22%), the correlation of pedagogical factors such as lesson (2%) is not considered in the teaching process. In our opinion, it is possible to get a clear idea of the socio-cultural significance of the functional role of education in ensuring progress through the analysis of the numbers and facts relevant to those sectors (education and training). Therefore, it is desirable to manage (plan and conduct) the upgrading process on the basis of approaches to competence building. To do so:

- It is desirable to have a degree of competence approach. It involves the delivery of learning materials (simple, sophisticated, complex, present, private, general, etc.) with various complexities;
- It is desirable to have a differentiated approach to the formation of competences. This includes the level of knowledge acquired, the capacity of the trainee, the learning orientation;
- It is desirable for individual competencies to be developed. At the same time, it is envisaged to consider the learning outcomes, capacities, social and occupational abilities of each subject (learning, laboratory work, portfolio creation, etc.);
- The formation of competencies should be subject to a subjective approach. It is understood that the subject of the subject is the owner of a microcosm that is not identical (5, p. 332).

These approaches serve to improve the management of teaching staff at the department, faculty and university (higher education institutions), as well as for ensuring that faculty members engage in pedagogical activity (planning and management) in accordance with the requirements

of education and labor market requirements scientifically-practical content. The labor market constantly changes its requirements and laws, based on the real demand and the need. For this reason, the "Monitoring Unit" of higher education institutions should carry out pedagogical diagnosis in order to balance the production and education process. And it is expedient to study the experience of foreign countries (not by imitating), considering the prospects of agriculture and production development.

In developing the skills of professors and teachers, it is important to pay attention to whether components of specific competence are formed or not. For this purpose, first of all it is necessary to diagnose the degree of professional competence by means of specific methods. At the same time, suggestions and recommendations of consumers (students, their parents, and production organizations) should be taken into account in the preparation of plans and special courses. This, in turn, requires a comparative study of the various theories of competence and the development of a pedagogical model that identifies the degree of their affiliation. The pedagogical model should be prepared separately for each education aspect as its constituent parts, and it will be necessary to define the essentials of professional qualifications, knowledge, skills and qualifications of the private sector (3, p. 64). To determine the particular aspect of the case, we will be able to show theoretical aspects of general and specific aspects of East and West education models:

Sharing in the East and West Education Model:

- attention is paid to the trainee in the form of information and information consumers;
- adhere to the idea that education is institutionalized;
- teaches trainees to design and manage processes;
- trainees receive information in the form of data;
- emphasis is placed on the formation of basic culture for trainees;
- the leading role of specialist (pedagogue, trainer) in the organization and management of the educational process.

Education in Eastern Education Model (Private):

- based on inheritance when determining the content of education;
- the education system is focused on the model of an ideal educational system;
- appropriate approach to teaching methods;
- high pedagogical (teacher and mentor) spiritual competence;
- learning process is sociocentric;
- focusing on the formation of a spiritually-minded person in the learning process;
- pay attention to the educational process;
- educational information is transmitted in strict adherence to religious doctrine;
- training in the form of group training.

Education in the Western Education Model (Private):

- based on industry and production outcomes in determining the content of education;
- the education system focuses on the model of current education;
- functional approach to teaching methods;
- pedagogue (teacher, tutor) is the leader for the trainees;
- educational process is anthropocentric;
- focus on the outcome of the educational process (upbringing of a specialist);

- strict adherence to the proposals of the employer (employer) in determining the content of education;
- education information is delivered to the trainees in an integrated way with the economic indicators;
- training in the form of individual reading.

Therefore, the social distance between production and education should be enhanced, and it is desirable to modernize the education system.

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