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TA'LIM MAKONIDA MADANIY MUHITNING TARIXIY OMILLARI

ИСТОРИЧЕСКИЕ ФАКТОРЫ КУЛЬТУРНОЙ СРЕДЫ В ОБРАЗОВАТЕЛЬНОМ ПРОСТРАНСТВЕ

HISTORICAL FACTORS OF THE CULTURAL ENVIRONMENT IN THE EDUCATIONAL SPACE

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Annotatsiya

Ushbu maqolada jamiyatda ta'lim faoliyati bilan maqsadli shug'ullana oladigan shaxs paydo bo'lishi uchun ma'lum bir muhit, shuningdek, tegishli ijtimoiy sharoitlar bo'lishi, o'qituvchining obro'-e'tibori baland bo'lgan jamiyat ta'lim sohasi uchun eng qobiliyatlarini tanlab olishga qodirligi, ta'limdagi madaniy muhit, barqaror jamiyatda ta'lim makoni yuzaga kelishi uchun zarur shart – sharoitlar hamda tarixiy, siyosiy, iqtisodiy, ijtimoiy, madaniy omillar, ta'lim sohasida faoliyat yuritadigan pedagoglar madaniy muhitni yarata bilishi zarurat ekanligi bayon etilgan.

Аннотация

В данной статье утверждается, что для появления в обществе человека, способного целенаправленно заниматься просветительской деятельностью, необходима определенная среда, а также соответствующие социальные условия - общество, в котором репутация педагога высока, возможность выбора наиболее талантливых людей для сферы образования, культурная среда в образовании, необходимые условия для создания образовательного пространства в стабильном обществе, а также исторические, политические, экономические, социальные и культурные факторы. Педагоги, работающие в сфере образования, создают культурную среду, которую необходимо знать.

Abstract

In this article, it is stated that for the emergence of a person who can purposefully engage in educational activities in a society, there must be a certain environment as well as appropriate social conditions-a society in which the reputation of the teacher is high. the ability to select the most talented people for the field of education, the cultural environment in education, the necessary conditions for the creation of an educational space in a stable society, as well as historical, political, economic, social, and cultural factors, pedagogues working in the field of education create a cultural environment that is stated to be necessary to know.

Kalit so'zlar: ta'lim maydoni, ta'lim tizimi, ta'limdagi madaniy muhit, ma'naviyat, ta'lim infratuzilmasi, texnologiyalar, imkoniyatlar, omillar, progressiv, regressiv, faoliyat motivlari.

Ключевые слова: образовательное пространство, образовательная система, культурная среда в образовании, духовность, образовательная инфраструктура, технологии, возможности, факторы, прогрессивные, регрессивные, мотивы деятельности.

Key words: educational space, educational system, cultural environment in education, spirituality, educational infrastructure, technologies, facilities, factors, progressive, regressive, motives of activity.

INTRODUCTION

Paying special attention to the cultural environment of education is one of the most urgent tasks today, as the educational culture determines the social position of the educational space. On the one hand, education is a means of promoting culture, but on the other hand, educational infrastructure, technologies, and facilities-especially people who are a whole world, that is, those who promote education and implement it among the people-are special. This is one of the factors worth paying attention to. It is permissible to highlight individual pedagogues as the spreaders of educational culture, but culture can be a part of the public or a whole society. In any historical period, there were cultural factors that served as an educational space aimed at developing education and shaping the cultural environment. The role of the concepts of educational culture and educational space in society, how they are understood, and the level of their implementation determine the development indicators of society. It creates confidence in the achievements of society, especially in its future development. Education is always a necessary condition for development as well as a factor and driving force in that development.

LITERATURE ANALYSIS AND METHODS

Society itself has been engaged in the formation of social entities through practical activities for many thousands of years. However, education as a separate social institution, in the modern sense, appeared much later. The evolution of the educational space in society plays a decisive role in its formation.

Educational activities are of special social importance because they are genetically related to two different conditions. The first condition is based on factors of a personal-psychic nature: the corresponding tendency of a certain category of people and their ability to teach experience to other people. Such characteristics do not appear without natural, innate tendencies. The second type of condition lies on the surface of people's social existence; it is determined by the nature of social needs and the laws of social development. Social demand is required for any kind of human ability; otherwise, natural inclinations, even the most promising ones, will not become abilities and will not be implemented to the required extent in activity processes, i.e., they will be wasted. These two types of prerequisites are significantly different in their genesis and nature, but they are closely related in one aspect: without any of them, educational activity and education as a separate social institution, the education of society's stability, are not possible. Without the educational cultural environment, it is difficult to fully comprehend the educational process as an important subsystem of provision. The issue of the educational space in society is undoubtedly related to the second condition, but many of its features cannot be seen without the first condition¹.

In order for a person who can purposefully engage in educational activities to appear in society, there must be a certain environment as well as appropriate social conditions. Everyone who decides to engage in educational activities cannot start engaging in activities on their own. But if there is no appropriate layer in society, a social institution such as education will never be created, and the development of teachers will be slow. Systematic knowledge in society is created as a result of the interactions of educated, intellectually developed, and spiritually rich people who have been involved with education for a long time in order to create a high-level educational space. Education and spirituality are powerful growth factors as a result of the developed educational field.

The motivations of many members of society, especially those who devote their lives to education professionally, are closely related to the educational space. The motivation for the work of such people lies precisely in the field of education. A society in which the necessary preparation for the life of the young generation is successfully carried out and the reputation of the teacher is high is able to select the most talented people for the field of education. Through this, both direct and indirect communication is established between the society and its subsystem, the education sector (there is also the possibility of stability and further development in this area).

If we talk about the field of education, there is no need to think that sharp boundaries will be established that separate it from everything else, from other spaces where a person exists. These spaces make their own "personal" contribution to the individual learning space of each person and have many points of intersection and contact with them. The idea of the field of education is not limited not only to a specific area of social life but also to the volume of all imaginable special information: the acquired knowledge and abilities of a person lead to the understanding of the content of many things. The internal integrity of society and the entire spiritual life of a person is ensured by the intersection, unity, harmonious combination, and mutual complementation of all spaces that are realized and created in life. The field of education affects not only those who devote themselves to it, but almost all members of society through many interpersonal means. In the age of information speed, more and more people are being drawn into the educational space. This will broaden communication by exchanging mutual experiences. Increasing participation of members of society in social processes, increasing the pace of renewal, and the need for continuous education by society for its members are manifested in turning education into a direct creative force of society. The nature of scientific and informational activities, the strengthening of informational activities, the development of ICT, which is happening before our eyes, and the interface between computers and means of communication, which is causing computers to gradually become communicative, are the catalysts for this process. The continuous acceleration of scientific and technical progress leads to qualitative changes in the field of education. Changes

¹ Veryaev A.A., Shalaev I.K. From educational environments to educational space: concept, formation, properties. Pedagogy, 1998, 4

require a deeper approach to problems. Increasing attention to distractions reduces educational effectiveness, which can negatively affect cultural change.

RESULTS AND DISCUSSION

There are concepts that support and drive a single learning space: people, information, ideas, finance, literature, and more. If this system is broken, the structure of the educational space will be separated into unrelated components. Strengthening their organic relationships, simplifying processes, lowering the appropriate limit for the implementation of many types of activities, and exchanging information all help to stabilize the educational space and establish the society's unity and consistent development. Based on the changes in society, education is shifting from quantitative indicators to qualitative indicators.

One of the important tasks facing the educational system is optimizing human interaction with nature and society and managing such interaction. In order to keep the educational space in a dynamic and functional state, it is necessary to study the wishes of the learner and engage in propaganda and information activities based on the demand. With the development of the information space, it is necessary to control the non-hiding of information between potential subjects of the educational process. Even if information is sometimes available, the actual choice is often made based on the educational opportunities of the region, financial aspects, or other aspects rather than on the basis of the opportunity to maximize the individual's potential.

The educational space is shaped not only by the educational system itself but also by factors external to education itself. For example, there are inherent differences due to the educational systems and educational areas of different countries and the cultural and historical traditions of nations.

The direction of the formation of the educational space does not always correspond to the direction of historical development. The educational space that existed during the period of the former union was functionally more efficient than many of the educational spaces of the independent states formed in the same area. In contrast to socialist ideas, which deny and mislead social law and cause distortions in education policy, a stable society is emerging, which will eliminate many interconnected gaps in the single educational space. Thus, not only the educational space but also the political, economic, social, cultural, and historical factors are gaining attention.

As a result, the formation of the educational space can be seen as both progressive (moving forward) and regressive (moving back). A clear regression is caused, for example, by nationalistic extremism. This leads to the decline of the established educational field, the emergence of different "currents" in it, and mutual distrust.

Changes in the field of education have led to many difficulties, and that is why educational problems in any historical period have been a reflection of social and cultural life.

CONCLUSION

In conclusion, we emphasize that in the developing period, we can achieve future educational achievements by deeply studying the historical educational process and creating today's educational cultural environment. It is necessary to draw the necessary conclusions from the history of education, eliminate errors and shortcomings, deeply understand the concepts of educational space and educational cultural environment, and approach them in a new way. Because the concepts of education, culture, and the cultural environment in education complement each other, they turn the inclinations of the learners into abilities and lead to the development of mature specialists. To achieve this, all systems in society must function in a mutually integrated manner.

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