

PHILOSOPHICAL PROBLEMS OF EDUCATION IN THE ERA OF GLOBALIZATION

Bozorov Mustafo Djaborovich

*Associate Professor, Candidate of Philosophical Sciences
Department of Humanities and Information Technologies,
Samarkand State Institute of Foreign Languages*

Abstract: This article analyzes the objective and subjective factors behind the emergence of the philosophy of education, its necessity, formation as an independent field of knowledge, structure, modern development trends, its important role in social life, and improving the quality of education, as well as its prospects.

Keywords: Philosophy, education, information, knowledge, human, values, individual.

Education, in a broad sense, reveals the connection between ideas about the world, society, and humans with pedagogical reality. At the end of the 20th century, the study of education from a scientific, particularly philosophical perspective, was still unclear. However, today, these boundaries have become more distinct. The philosophy of education has claimed a legitimate place within the system of modern scientific knowledge. It has allowed for a fundamental reevaluation of educational processes and provided a new perspective on education in the 21st century. It is now widely accepted that the future of education is developing based on two interconnected principles: the ability to quickly manage the growing flow of information, identify what is necessary, and apply the acquired data effectively. Education itself is a process, a system, and a value — but all of these must be supported by the paradigmatic principles of the philosophy of education [1;19].

The philosophy of education is a branch of philosophical knowledge whose subject is education. Its formation as an independent field of knowledge has a long history. The philosophy of education first emerged in the United States. Its origin dates back to 1941 when the Philosophy of Education Society was established at Columbia University. The American philosopher John Dewey, recognized worldwide, is considered the founder of the philosophy of education. He highlighted the existence and content of the philosophy of education, defined by the deterministic nature of philosophy. The difficulties in forming the philosophy of education as a science are mainly due to the complexity of defining it. The philosophy of education involves the study and research of educational issues, topics, and essence using philosophical methods. As such, it has become an important direction within modern philosophy. Since it involves applying philosophical knowledge and problems to pedagogical reality, it has a practical character. Therefore, the philosophy of education is a scientific direction that studies the most general and significant laws and interconnections of current educational processes within economic, pedagogical, psychological, and moral contexts. It is a scientific field that explores the educational challenges and issues that emerged in the 20th and 21st centuries, based on the ideas of philosophers, educators, sociologists, and anthropologists. From a conceptual point of view, the philosophy of education describes the most general foundations of educational reality. It aims to address two fundamental problems:

first, the role of education in human life, and second, its role in social life. It considers general biological, social, cultural, and other factors affecting human development [2].

Analyzing the philosophy of education as a science today confirms that this field has developed a clear structure. It includes educational ontology, epistemology, logic, axiology, methodology, ethics, and aesthetics. The philosophy of education also has specific functions such as worldview formation, regulation, and prediction. Studying the philosophy of education is crucial for establishing comprehensive professional education. Today, the philosophy of education is necessary not only for philosophers but also for educators. The rapid development and widespread use of new educational technologies not only expand the education services market, increase efficiency, and the diversity and complexity of acquired knowledge, but also bring about several challenges. One of the key issues in modern education is shaping worldviews. The inclusion of philosophy and humanities in curricula at all levels of education institutions is viewed as essential for a morally healthy environment and ensuring youth's social engagement [3;91].

Furthermore, the modern development of information technologies and their use in education requires special attention to ontological issues. The increasing interaction through computer networks is not coincidental. Today, anyone can access an almost limitless supply of information with little regulation. As restrictions continue to decrease, individuals may become immersed in their own digital worlds. Modern culture changes human behavior and modifies specific features of education. The acceleration of life compels us to adapt and transform our conventional realities. Alongside this, efforts to understand and generalize the philosophical challenges of modern education are transforming the philosophy of education. Philosophy has always aimed to understand the current education system and shape future prospects. It contributes to understanding the goals of education and upbringing. The continuity between philosophy and education can be assessed based on their shared issues and problems. Philosophy also deals with issues related to the goals of education and upbringing — such as shaping worldviews, the relationship between the individual and the community, and epistemological challenges related to students' cognitive development. It is also important to note that education is closely related to relatively independent branches of philosophy such as ethics and aesthetics. These help solve pedagogical tasks of moral and aesthetic education and assist in forming a scientific worldview. As in any field, the philosophy of education today faces pressing issues [4;196].

The educational environment is designed not only to impart knowledge but also to pass down traditions and convey experiences from one generation to the next. It is difficult to place human existence strictly within a coordinate system of scientific methods — it requires understanding and reflection. In today's environment, understanding the individual is being absorbed in the whirlpool of computer interaction. The idea of each person's individual responsibility for all events occurring in the natural and social environment of the planet is fundamental to the philosophy of global education. Cultivating a new culture of the individual is the most important task of global education. At the core of this lies humanism, the desire to resolve all social conflicts through mutual understanding and peaceful means, a deep connection with the environment, and the recognition of the universality and shared nature of moral, ethical, and aesthetic values for all humanity [5;54].

In conclusion, education should assist in understanding information, accepting different viewpoints, and analyzing them. Improving the quality of education should focus on solving fundamental problems connected with humanistic goals. It should determine the role



of the education quality improvement process in the structure and development of society. The philosophy of education is important for understanding the relevant prospects of national educational systems and the goals of the state in the field of education and achieving them.

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