
PHILOSOPHY OF EDUCATION: PARADIGMS OF INTRODUCING INNOVATION IN EDUCATION

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Abstract:	Keywords
This article provides a philosophical analysis of the philosophy of education, the social significance of introducing innovations into the education system, the experience of foreign education, effective methods, problems in the national education system, and the methods of addressing them.	Innovation, development, education, development, information, critical thinking, innovative ideas, interactive methods.

Introduction

Thinking about education is one of the hallmarks of modern philosophy. This is due to the increasingly complexity of society's development in the 21st century. Under the influence of the scientific and technological revolution, this society is becoming an information character, and this process also determines its status and destination. Thus, in modern times, the philosophy of education is becoming a network of philosophy. Representatives of pedagogy, psychology, sociology, and other humanitarian sciences are seeking to study the content, purposes and prospects of education in cooperation, studying its social meaning and the role of human society in the development of human society in general and the fate of individual countries and peoples. As the President of the Republic of Uzbekistan Sh.M. Miriam said: "We consider it our first priority to improve the activities of all parts of the education and education system on the basis of modern requirements today." [1.B.124].

The existence of educational philosophy is determined by the fact that the field of education itself is a source of universal philosophical problems. And the main task of the philosophy of education is to understand what education is and to base it (if possible) on the point of view of man and his needs. Educational philosophy is a form of philosophical activity related to education. Therefore, clarifying the concept of education is one of the most pressing issues. The purpose of such activities is most important in understanding education, it is unique in its focus on identifying the mind that determines its development, interpretation at all social levels interested in its practice, as well as the consciousness that causes it.

Training the object of its philosophy is nature, society, human existence and changes that are taking place in it, the existing social fabric and its character, the educational process that corresponds to people's literacy, the education system; The work consists of conceptual

scientific and practical knowledge that has a methodological impact on the most general laws, principles, methods, types, and mechanisms of human development, such as events, integrations, events, and the development, formation, and development of people's processes.

In terms of teaching philosophy, a separate philosophical system was created by philosophers such as Plato, Aristotle, Yan Amos Komensky, Locke, and Gerbart. The philosophy of education is usually understood to be an area of philosophical knowledge with a theme of teaching. The philosophy of education originated as a fan since the early 20th century. As the founder of the philosophy of education in the world, Anglopedic-American philosopher John Dyui is. Nowadays, the philosophy of education in English-speaking countries has become an area of science presented by separate departments at universities.

As the founder of the philosophy of education in the world, Anglopedic-American philosopher John Dyui is mentioned. In English-speaking countries, the philosophy of education is an area with a particular systemic appearance, which is taught in separate departments at universities, primarily in philosophy departments and, in some cases, in teaching colleges (faculties of education)[2.B. 384].

Training The subject of his philosophy (under the Latin subjektum, based), is said to be an individual and a social group made up of educators and educators who are actively working, knowing, minding, and willful in teaching. From this point of view, the subject of the philosophy of education is divided into two large groups: educators and educators.

Today, the essence of educational philosophy is characterized by the definition of the main role of knowledge in the development of modern civilization. This creates not only the proper and in-depth opinions of experts in a particular industry, the main relationship of educational organizations, but also the need for an effective system of social governance, effective management and self-protection of society. The philosophy of education is the answer to the educational crisis, the crisis of traditional scientific forms of understanding and intellectual support, the loss of the basic pedagogical paradigm.

The philosophy of education is a practical area of philosophy that reflects the philosophical knowledge that can lead to the development of a person's creative abilities, the deepening of his participation in economic, social, and cultural relationships in society, and, accordingly, his contribution to the development of mankind more effectively. From this point of view, the socio-historical genetics of the philosophy of education that has been formed in our country aimed to protect the interests of muslim Turkish peoples, who played an important role in the development of human civilization, and to achieve economic stability in the region where they live. However, dialectics of quantity and quality changes in these needs and interests have inevitably created the problem of developing the education system. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these protgams.

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The philosophy of teaching primarily discusses ontological issues and their solutions as a scientifically significant philosophical science of what is in the objective universe, events, events, processes, and the methodological basis for arming people with them. In fact, ontology is also a component of the science of philosophy, and all things make up its predecessor. From this point of view, the philosophy of education, as a methodological science, is involved in organizing the study of various characteristics of the universe on the one hand, and as a result of piracy, it becomes its subject by meditating on the components of the social universe and on the other hand, the methods, tools, and concepts of integrating knowledge of it into people's minds. So these two sides provide an opportunity to properly discuss the ontological foundations of the philosophy of education

Innovation is derived from The Latin language, and the entry, implencation, and the emergence of a number of changes in this area of something new [3.B.78]. Innovation, on the one hand, is viewed as the process of implementing innovation, on the other hand, transforming this innovation into a certain social practice, not an object at all. Social practice is understood to mean that society accepts this innovation and is accustomed to this innovation.

At the same time, the concept of innovation is used in a variety of ways. In one approach, the word "innovation" is defined as "innovation, the introduction of new traditions, orders" [4.B.15]. Some researchers believe that innovation is the successful use of new ideas[5.B.72]. This involves not just using new ideas, but using it to the extent that it affects an entire system. With this same characteristic, the concept of "innovation" differs from "innovation." And their dependence is imposed through this innovation of any innovation. If we observe a full cycle scheme of the emergence and implementation of any innovation in a particular social practice, several areas of innovative work can be noted. For example, researcher Govrelyuk specifically notes the following areas:

- A source of innovation (science, politics, manufacturing, economics, etc.);
- Innovative offer (innovation, invention, discovery, rationalization);
- Activities (technology) (teaching, implementing) to implement innovations;
- Innovative process (forms and methods of rooting innovation in practice) [6.B.295].

In the context of globalization, the need for innovation is also growing. The introduction of these innovations is being portrayed as a guarantee of efficiency and competitiveness. From this point of view, innovation promotes growth in all aspects of society's development, including education, and this changes the content and shape of the entire system. Most importantly, people are interested in this and take an increasingly strong place in their way of life and thinking.

There are also features of innovation or innovative learning in education. First of all, innovative education is the result of scientific and creative rational activity. Its main goal is to break scientific innovations and discoveries in easy and effective ways while materializing. Commenting on the cycle of the process, if an invention or innovation in the scientific sphere becomes a material commodity. The product produced and introduced is

market novelty during the innovative process, which generates economic income and is innovative in this process. We have analyzed the issue from an economic point of view, and now let's make a philosophical analysis. The pace and diversity of innovative processes requires that innovation be divided into interdisciplinary directions. This creates difficulties for him to reflect philosophically. Innovation, on the one hand, is a way to solve social problems, on the other hand, it is the source of uncertainty, difficult predictable consequences and risks that can lead to changes, increased levels of stress and dependency, explained socially by the complexity of individual adaptation to it. All of this fosters a sense of anxiety, or a sense of imminent global anthropological catastrophe. Therefore, there is a need for promising, humanitarian methods related to the socio-philosophical development of innovative education. This need is met by philosophical thinking. Researchers offer these findings, the problems of innovation, and the field of prediction, to develop new methods, including working with risks and social consequences, the terms of innovation production, and the long-term and social accountability of innovators.

Philosophical innovations are important and innovative approaches formed in a system. They are based on innovations and initiatives and will be promising for the development of educational content, as well as have an impact on the development of the education system in general.

In a nutshell, it can be noted that the categories of teaching philosophy that reflect teaching processes prohibit one another at all costs, only in harmony and internal affiliation.

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