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Integration of Education and Modern Socio–Political and Economic Trends in The World

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Abstract
At the present stage of fundamental reform of our society, it becomes clear that integration processes in the field of education are directly related to similar processes in economics and politics. Integration of education is a problem that the world community is just beginning to solve. It is multidimensional and requires a step-by-step solution.

Keywords: Integration, foreign experience, software, generative grammar, reform, the elite of society, commercial services, synchronization, codification.

Introduction

The university world tradition has always been based on an orientation towards high moral and intellectual values. University education program consists of inheriting the best achievements of universal culture which has not national borders, but national characteristics striving for intellectual development of personality open dialogue and connections in research and learning. By the decision of the Government of February 28, 1992 a network of university-type educational institutions was organized in Uzbekistan. The creation of universities is the first steps towards reviving national thinking, harmoniously merging into a single dialectically determined process of the world university tradition. Understanding the essence and dynamics of events is not intended to impose direct copying and unambiguous projection but will help to identify and clearly identify the difficulties that are inherent in the process of reviving the national intellectual potential. The spiritual heritage of widely known encyclopedic scholars of the Near and Middle East the world–famous Alisher Navoi, Zahiriddin Babur, Abu Rayhan Beruni, Al –Khorezmi, Boborakhim Mashrab, Mirza Ulugbek, Farabi, Abu Ali Ibn Sina and many others make up a powerful layer of philosophical ideas in the culture of Uzbekistan. It was our ancient ancestors who laid the foundation for research on comparative typology and comparative studies. After all they had all the necessary knowledge of comparative research. Having excellent command of Farsi, Arabic and Turkic languages they could confidently cross the borders of states and study the humanities and educational systems of neighboring states. The Eastern encyclopedists were able to create layers of knowledge that passed through many Asian states to Europe from continent to continent becoming the achievement of all mankind. While at the Mamun Academy in Baghdad, Ibn Sino created a theory of the morphology and syntax of the Turkic language. He wrote his medical

treatises in verse form. Zamakhshari systematized the grammar of the Arabic language and prepared the basis for the first lexicographical works on Arabic studies. Beruni translated scientific works written in Sanskrit into Arabic. Today the world recognizes Al-Khorezmi's contribution to mathematics. The scientist invented the decimal system in calculus. Before that, Roman numerals and Greek numerals were used. The national philosophy of the Uzbek people has been developing for many millennia. Based on the ideas of scientists, writers, and world-class artists who possessed encyclopedic, universal knowledge in various spheres of human activity, cultural and cognitive guidelines were formed, giving education a social orientation. At the same time the current universities of Uzbekistan, both structurally and organizationally were formed on the principles of European ones, which is explained by an objective historical process. According to many researchers the relationship between education and society ensures the reproduction of certain social relations, and consequently their strength and stability. Investing in education is the key to economic and, consequently, to social progress. At the present stage of fundamental reform of our society it becomes clear that integration processes in the field of education are directly related to similar processes in economics and politics. If we imagine the cultural dominant of the East as a style of thinking where traditionalism and canonicity in thinking are a feature, then sociologists distinguish an innovative type of activity more characteristic of the West as the opposite. Similarly, education is characterized by certain ethno psychological standards inherent in the Uzbek mentality at the level of public consciousness. The traditional for society does not mean an absolute rejection of the new. Rather it is a careful, gradual adaptation and assimilation of the new. Undoubtedly Uzbekistan developing and implementing its own way of transition to the market takes into account foreign experience as much as possible. The Japanese experience proves that the path to creation does not always run through destruction. This country which was among the defeated after the Second World War and has now risen to the second place in the world in many respects, successfully combines its cultural and historical tradition with advanced technology based on paternalism and communal self–government. This is the opinion of comparativists Christopher Bjork and Larry Grayson which they highlighted in their works: "Local implementation of Japan's Integrated Studies reform: a preliminary analysis of efforts to decentralize the curriculum" in the international journal Comparative Education and Technology in Japan.”. Theoretical understanding and practice of using the potential of foreign pedagogy and its integration into the education system of Uzbekistan aims to consider the genesis of approaches to theoretical understanding and application of Western pedagogy; to present the evolution of theoretical understanding; to determine the socio-cultural aspects of using this experience. At the present stage of the development of educational systems the idea of integration is not just an idea or a methodological technique. This is a methodological principle a kind of cornerstone of Education and Enlightenment of the XXI century. The development of the pedagogical idea of the integration process is significantly influenced by the progress of scientific knowledge. Integration is a process of convergence and connection of sciences which is a high form of embodiment of interdisciplinary synthesis. The great didacticist Jan Amos Komensky emphasized: "Everything that is in mutual connection should be taught in the same connection." John Locke's idea is connected with the definition of the content of education in which one subject should be filled with elements and facts of another. Johann Pestalozzi used a lot of didactic material to reveal the variety of interrelations between academic subjects. He noted the particular danger of tearing one object

from another. In the modern world, there is a tendency for the development and perception of new ideas not on the traditional disciplinary and subject platforms of physics, chemistry, literature, law, ethics etc., but at the junction of these platforms. Developing an understanding of the harmony of the world is the ultimate task of the learning process. And although this super-task has not always seemed clear enough throughout the history of mankind it seems that these goals are best served by a historical approach which in terms of content can also represent a psychological and emotional orientation. The development of science will lose all meaning if its individual fields are separated from each other by an impenetrable membrane and if there is no special knowledge designed to comprehend science as a whole. At the present stage of society's development educational systems on a historical basis are the most promising and logical. In the genesis of the key concepts of pedagogy in the historical and cultural context, the type of culture uniquely determines not only a certain type of personality but also the ways of its formation. It should be emphasized that the scientific literature does not have information about the didactic essence or methodological and substantive recommendations for courses of joint humanities and natural sciences or integrative complexes of historical-scientific, historical-natural-scientific, historical–cultural knowledge. Like literature history also assumes an integrating function and provides the most comprehensive understanding of the cultural heritage of mankind. The integration of education is a problem that the world community is just beginning to solve. It is multidimensional and requires a step-by-step solution. This is how the founders of the synergetic approach G.Haken, G.Ushamirskaya, D.Chernavsky define the current state of science. The outstanding educational reformer J. Dewey proclaimed the child as the Sun the center of the pedagogical Universe, and put forward a new principle for building educational programs: "From the child to the world and from the world to the child." Instead of the previous subject-centrism he proposed complex themes of circles that expand concentrically as the child grows up: family-school-district-city-country-humanity-Universe. Education is always about continuity. It is impossible to cultivate education in a bare place: approaches must be found that meet the spirit of the times: integration processes in science, culture, education; planetary thinking - on the one hand, and on the other – orientation to the encyclopedic of general education and professional specialization. In a broad sense this is the goal of all those reforms that are increasing their dynamism in all spheres of public and political life in Uzbekistan. In the context of the growing social need for education determined by the entire course of social development, the level and effectiveness of the methodological basis, technological and substantive aspects of university education which ultimately ensures the intellectual potential of the country becomes a priority in the national policy of sovereign Uzbekistan. In this regard it is relevant to study one of the main components of the system of foreign education – university education. Moreover, over the last half of the twentieth century, significant changes have taken place in it affecting the scope, functions, content and goals of training specialists. Universities in the education system are a key link in the training of specialists. The most qualified part of the teaching staff of the pedagogical corps is concentrated here. The last quarter of the twentieth century abroad was marked by a transition from an extensive to an intensive type of reproduction of productive forces. This is manifested in the intellectualization of industrial labor, the growth of highly qualified specialists in production. The decisive task of education is to prepare the younger generation for life in modern information conditions. Era of globalization have caused great changes in the professionally qualified composition of the training

staff. With the development of electronics, nuclear energy, space science and technology, cybernetic programming and the Internet, new specialties and indicators of global competence are emerging. The level of intellectualization is increasing the idea of the quantitative and qualitative ratio between workers in the field of labor is changing. Reflecting on the readiness of modern education to meet the challenges of the 21st century, we can name some of the dominant ones:

- the problem of the harmonious unity of knowledge and faith, their ideological synthesis, and the return to a person of understanding the meaning of his life;
- the problem of the need for unity, convergence, spiritual integration of human communities, overcoming their disunity, moral incompatibility, and the constant threat of confrontation;
- the problem of awareness of the deep, mental foundations of the driving forces of the development of civilization and in the active impact on these mental foundations, on the characteristics of individual and collective mentality in the direction of moral and spiritual progress of mankind, tolerance, life preservation and life creation.

These problems are solved in different ways in different countries. Much is seen here through the prism of a cultural approach, where the words "culture" and "civilization" are associated with the concept of progress. Issues of state regulation of university education are of particular importance in this process. In the USA and European countries, the search for optimal ways to improve the efficiency of the university system is intensifying, its organization and structure are being improved, the content of education is being revised, and the integration of education, science and production is being strengthened. Thus, B. Apzeker, E.Mitchell, E. Brown, T. Davis, Marlo Galos, Van der Eive and D. Tregest argue. Moreover, university education is closely linked to economics – this is the opinion of S. Gorard, S. Neil, A. Halsey, T. Kuzio, D.G. Moreau, L.Weil, Olaf P. Per, A. Havens.

In Japan and the USA, in some areas, the proportion of intellectual workers reaches 50%. According to the data the expansion of the sphere of intellectual labor abroad is due to the introduction of research results: expenses go to various design and design developments. Currently, the number of highly qualified specialists is increasing at an accelerated pace. At the same time a special role is played by the system of continuing education for people undergoing postgraduate qualification improvement or retraining at universities. It is known that the higher the level of formal education the greater the need for further training and retraining of specialists. Such activity is considered as a dominant factor in the development of not only the economy, but also the higher education system itself. This work is being developed in many countries, for example in the USA, Japan, Sweden, where advanced training courses of various levels are organized both within the walls of university laboratories and in production workshops. The role of universities in conducting research, integrating education, science and production is increasing, according to A. Dodds and B. Apzeker. The influence of scientific and technological development and globalization contributes to increasing the economic efficiency of higher education, the development of production and the economy as a whole. S. G. Strumilin back in the 20s of the XX century, proved the social necessity of investments in education, which provide no less economic benefits than investments in the development of production capacities. The development of education is an economically necessary element of reproduction convince M. Arneberg, Z. Brameld, A. Halsey, D. Floyd, A. Anders. Foreign researchers believe that it is in universities – the key sector of educational systems that connect with scientific research and with the very top

rungs of the labor market - that the training of minds is concentrated and the political, economic, scientific and cultural future of the country is being formed. In order to meet the modern needs of society, attempts are being made at universities to improve the level and quality of education, the work of postgraduate studies is being improved, new curricula are being developed, including using various technical means and digital technologies. This is the firm belief of Stamatis N. Alakhiots, M. Caruana-Dingley, T.Davis, T.Dmitrenko, Marlo Galos, Av Berg, Wen Quinn and N. Winner one of the greatest theorists of cybernetics of the XX century.

Research on the problems of educational economics and pedagogical comparative studies is conducted by specialized laboratories at Harvard, Pittsburgh, Stanford Universities (USA), Cambridge and Oxford (UK), Tokyo University (Japan), Moscow State Pedagogical University (Russia). An important feature of the current stage of development of the higher education system is the increasing role of the state in its financing, management and forecasting, together with the university maintenance system through private donations and tuition fees. In a generalized form, the tasks of university education are as follows: creating conditions for personal development; transfer of cultural heritage and formation of cultural identity; expansion of knowledge through research activities; dissemination of knowledge for material and social development. Thus in the United States 3.5 million students studied at 94 public universities until the 90s of the twentieth century. The terms "university", "college", "institute" are to a certain extent conditional, since educational institutions belonging to the same type may differ in level of education, qualifications of teaching staff and financial situation, So it is possible to summarize the opinions of F. Coombs, L. Kurakov, Walter Rogue, S. Naumov, E.Mitchell and E. Brown. Meanwhile, it is generally believed that universities are a fundamentally diverse educational institution with a complex educational and scientific organization, providing a high level of education. But it is not the name denoting the type of university that determines the essence of university education, but the level and quality of training. In the USA, for example, engineering and technical specialties are an integral part of university education. The terms of study are not unambiguous for all educational institutions. Students can master the study programs according to their goals and capabilities. In the USA there is a group of elite universities that differ sharply from the rest in high academic and scientific standards, rich material and technical equipment and the presence of highly qualified teaching staff. These include Harvard, Princeton, Columbia, and Yale Universities. It is these universities that make the main qualitative contribution to the development of the scientific and economic potential of the country. Oxford and Cambridge, the oldest universities in the UK, are similar in this regard, where modern scientific and technical disciplines are taught along with the study of ancient languages, classical literature, philosophy, and art. Such educational institutions largely determine the level of secondary education, because their requirements for applicants serve as a benchmark for secondary schools.

In general, organizational and structural changes in higher education in the leading countries of the world are aimed at the systematic implementation of carefully thought–out measures to meet the level of economic demands for personnel, as well as the needs for mobile retraining and advanced training of specialists of higher and middle levels. So in the mid-70s of the twentieth century the concept of lifelong education - LIFE – LONG EDUCATION, CONTINUOUS EDUCATION, EDUCATION PERMANENTE - received a new impetus to its development

which is based on the idea of creating a system of continuing education: education is considered not as a once and for all acquired amount of knowledge, but as a continuous process of acquiring it. This is the opinion of S. Gorard, M. Lee, Paolo Cavachi, R. Brooks, Glen Everett, as well as French scientists M. Debesi and J. Milaret. The creation of educational institutions of this type the center of which, as a rule, is a university, provides for more effective use of its professorial potential, educational base, scientific laboratories, concentration of human and material resources for comprehensive training and retraining of specialists, as well as the development of integrated interdisciplinary scientific research. The foundations of the functionality of the university system are laid at the stage of school education. Most of the applicants are graduates of private schools. For example, the most famous private schools in the UK include the so–called public schools (privileged boarding schools). This issue of comparative pedagogy was deeply studied by the founder of pedagogical comparative studies in Uzbekistan, the outstanding scientist Igor Borisovich Marcinkovsky in his fundamental research, which is still considered a model of comparative research: "English public schools. (Privileged boarding schools)", as well as "University education in capitalist countries". It should be noted that admission to a university does not guarantee completion of a full course of study. The dropout rate of students in universities is very high. Over the past decades, the UK's spending on education, and in particular on higher education, has increased. In the United States, for example, the capital and operating costs of a college student have increased from $2,200 to $6,000. The accompanying realities of university stay are taking an increasing place in the costs associated with education, since it is necessary to pay for accommodation, clothing, food, transport, purchase of books, textbooks, and cultural needs. Some aspects of this issue have been considered in the works of Fritz Mahlup, B. Apzeker, Marie Arnberg, Einar Bovitz, Jean Shurnev, Simon Holzwarts, Michael Crosley, T. Mills and D. Dosey.

In many foreign universities students are charged one-time fees: for repeated exams, or for listening to additional courses. Foreign researchers: Stamatis N. Alakhiotis, Helen Karadji-Stavlioti, Anelis Dods and M.V. Arapov successfully develop theoretical concepts and practical recommendations on a number of topical issues of higher education, especially university education. In general, judgments on these issues differ in methodological pluralism. The approaches of individual researchers are contradictory. As F. correctly notes. Coombs ("The Crisis of Education. System analysis. The world educational crisis. A systems analysis), instead of searching for new truths, university scientists erect academic barriers to protect old ideas, moving an astronomical distance away from problems. In the foreign literature on the problems of higher education, the idea of the importance of the transition of university education from extensive to intensive development is intensively cultivated. This position is argued by the fact that quantitative development is not unlimited, although there are no limits to quality, that high level of education,

search, development and improvement of talented researchers become important determinants of economic development. They are the ones who achieve results in scientific research and the development of new technologies. French sociologist A. Touraine in his fundamental work "The End or Transformation of Universities", identifying the patterns of functioning of universities, emphasizes the dependence of integration processes in education on the degree of integration of society itself, on the effectiveness of its influence on social institutions. Since the 90s of the twentieth century, attempts have been made to create a global theory of building a modern model of higher education. This is due to the objective need for constant updating of professional knowledge in connection with scientific and technical development and the emergence of many new professions. Since the end of the twentieth century, these views have become widespread all over the world, including in Uzbekistan, which contributed to a significant strengthening of the role of universities, especially universities, in solving methodological and organizational and pedagogical problems. This statement of tasks calls for a rethinking of the norm of the ratio of formal institutional learning of students and independent studies in terms of increasing their role in the educational process. The priority direction is not so much the transfer of a certain amount of knowledge to the trainees, as the instilling of the ability to select, assimilate and successfully apply the necessary information based on the identification and development of potential human abilities. With this approach, students become not only an object but also a subject of the educational process, which is largely individualized, and the teacher begins to perform completely new functions. In particular, he interprets, synthesizes and clarifies information that he independently received from various sources.

At the same time the focus of foreign researchers is on the problems of forecasting the ways of development of university education that meets the requirements of the future. One of these forecasts is an idea. On the one hand the growth of knowledge, and on the other, their rapid obsolescence, necessitate the expansion of specialist training and professional development at universities. At the same time, it envisaged to introduce free attendance of classes for persons who have previously graduated from universities. The tendency to integrate knowledge will lead to an emphasis on the interdisciplinary principle of training specialists: the intensity of the educational process will increase and the degree of individualization will increase. The theoretical background of foreign scientists actualized the direction of university education, making it the object of numerous studies. Publications on this issue contain new factual materials, interesting ideas and interpretations of pedagogical and didactic problems, recommendations and forecasts that can deepen our understanding of the state and trends of the university educational process, which to some extent takes on an individual character. The scientific and pedagogical foundations for the integration of the education system in Uzbekistan have already been developed and are being successfully implemented, occupying a certain place in the global space. These are first of all, the "Law on Education" and the "National Training Program" - the concept of continuing education, its new structure. And also already in operation, government installations such as:

- in order to implement organizational and structural changes in higher and secondary special education, measures should be taken to meet the level of economic demands for personnel, as well as the need for mobile retraining and advanced training of specialists in higher and secondary education;

- increasing the role of universities in improving pedagogical qualifications – conducting research in education, integrating science and production – for the benefit of production and the economy;
- changing the structure, content, and organization of the educational process;
- the formation and development of a creative, self–expressing personality, and the creation of conditions for this process, the most important of which are the transfer of cultural heritage, scientific achievements of universal culture, intellectual and moral values, research activities; students - as an object and subject of the educational process;
- the tendency of mastering knowledge at the junction of sciences, primarily with philosophy, on a historical basis;
- attention to integrating courses and subjects – history, literature, which carry the functions of a comprehensive reflection of the cultural heritage of mankind;
- orientation towards encyclopedism of general education and professional specialization;
- encouraging interesting ideas, pedagogical and didactic problems of an integrative nature, as well as recommendations and forecasts that deepen understanding of the state, trends, nature and features of integrative processes in the education system.

On integration and pedagogical issues:

- free attendance of classes for people who have previously graduated from universities and who want to acquire a set of certain knowledge;
- rethinking the relationship between formal higher education of students and independent studies in terms of increasing their role in the educational process, the possibility of acquiring a set of knowledge in related fields of sciences;
- instilling the skills to select, assimilate and successfully apply the necessary information (based on the identification and development of potential characteristics of students);
- the revival of national thinking, first of all, the understanding of the essence and dynamics of events, with the identification of the difficulties inherent in them, making maximum use of the intellectual potential and national spiritual heritage;
- attention to the values of the moral precepts of Islam;
- search, development and improvement of talented researchers, including integration problems of education;
- cultural and educational guidelines for students of a social orientation; dissemination of knowledge for social development.

Thus modern socio-political and economic trends in the world determine a certain integration of education in general and corresponding to the national and other characteristics of countries especially Uzbekistan.

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