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Abstract: The goal of this work is to demonstrate the necessity of moving beyond the concept of education's nominal definition and to support the existence of distinctive characteristics of the term's true definition in character and sense, which must always be taken into consideration

It concerns developing standards for what constitutes "education" and the significance of learning in the development of educational fields. Building educational fields over cultural domains is achievable thanks to knowledge of education, which transforms information into knowledge and knowledge into education. And to do this, one must build an educational relationship in which shared activity serves as the main working tool while competently carrying out teaching functions.

Keywords: education, moral education, civil education, monitoring, instruction, moral education, religious education.

Introduction.

The Latin word "educate" is where we get the word "education," which means to "teach," "raise," or "bring forth the latent forces of the kid." Durkheim agreed and defined education as "the activity practiced by the more experienced ages upon the individuals who are not yet prepared for public activity. Its item is to stir and create in the child those physical, intellectual, and moral states which are expected of him both by his general public at large and by the milieu for which he is uncommonly planned. "He views education as "the socialization of the younger age." (A.K.Cottaway, 2010)

A precise formulation of the study approach was necessary for the analysis of international experience. First and foremost, this had to do with getting rid of long-standing ideologies that pitted the successes of pedagogical research of the concept education and practice against the flaws of the bourgeois educational system. The need to find such methodological underpinnings that could bridge the language barrier in the formulation of the key terminology related to the phenomena of education was also a necessity. The technique was also intended to focus our research on the area of pedagogical science and practice that incorporates the most recent advancements in the evolution of the phenomena of education.

The idea that education cannot be separated into a separate field of scientific inquiry still persists, which is a crucial justification for updating methodological approaches to the study of the phenomena of education in contemporary international science and practice. The close of the 20th and the start of the 21st centuries have seen substantial changes in education as a social phenomena. This study aims at revealing and analysing the core meaning of the concept "education" by closely looking at contexts that is used during the different periods of the time

Therefore, education may be broadly understood as the process by which people learn how to take part in the daily activities of the society they live in. Training is the social interaction through which a person acquires knowledge. The elements crucial to his compatibility with his general public's public activities. In essence, education is focused learning that prepares a person for their adult role in society. Training is an acceptance into the student's way of life, according to Counts and Mead. We acquire a significant portion of our social and specialized skills through intentional coaching throughout. As demands are indicated, Lowie "tutoring is merely an unusually specific sort of education. it is just about as old as an organized public activity.

According to Samuel Koenig (2003), education can also be seen as the process by which a group's social legacy is passed down from one age to the next, as well as the interaction by which a child interacts with others and, for example, learns the social norms of the group into which he is born. The Latin word "educatum," which denotes the practice of educating or preparing, is now again accepted as the source of the English word "instruction." As a result, instruction involves learning qualities, standards, and abilities as well as acquiring information or a specific area of education.

The rationalists and philosophers of the West have defined education as: According to Socrates, education entails awakening universally valid ideas that are dormant in each person's intellect.

According to Plato, education is the ability to experience joy and suffering at the appropriate time. It develops all the greatness and perfection that the understudy is capable of within his body and soul.

"Education is the formation of a sound intellect in a sound body," said Aristotle. In order for a man to be able to understand the examination of the superior truth, goodness, and majesty that idealize delight consists of, it develops man's workforce, particularly his brain.

Rousseau: "Man's education begins at birth; sometime after he can talk and sometime after he can understand, he is already instructing. Participation is a sign of the ideal.

Herbert Spencer once said, "Learning is living fully."

The nature of education is incredibly complex, much like what instruction means. The characteristics of instruction are as follows: (a) Education can be a lifelong endeavor; instruction is lifelong preparation since every aspect of a person's life is significant from an instructional standpoint.

(b) Education may be an ordered preparation—This alludes to the fact that it carries out its activities in accordance with orderly institutions and rules.

(c) Education is the development of the individual and society. It is referred to as a constraint for social advancement because it enhances all societal viewpoints.

(d) Education is the adjustment of conduct. Instructional preparation changes and advances human behavior.

(e) Education prepares human faculties, intellect, behavior, exercises, and aptitudes in a practical and enticing manner.

(f) Education is guidance and instruction. It organizes and equips a person to satisfy his or her wants and needs for the benefit of his or her entire personality.

(g) Education is life. Without education, existence is meaningless and resembles that of a monster. Each perspective and circumstance requires teaching in order to develop soundly.

(h) Education can be a constant remaking of our interactions. According to John Dewey, education remakes and remodels our encounters in a way that is appealing to others.

(i) Education is the human being's power and treasure, which gives him the right to be the unbeatable ace on the field.

Studying the idea of schooling and personal education, one have to pay interest and outline the time period that is used in English to outline the thought of "education". In English-speaking countries, the time period "education" is used instead. The English time period "education" potential development, upbringing, education, training. The peculiarity of this time period is defined through the truth that it is the stage of training that determines the diploma of upbringing of a person. In the UK and the USA, alternatively of "education", the phrases "moral education" (moral education), "religious education" (religious education), "civil education" (social education), etc. are used.

A.V. Mudrik (2009) used to be the first to draw interest to the one-sided and inaccurate interpretation in the home pedagogical literature in the Nineties of the time period "education" as schooling. Currently, home researchers do now not have such an opinion that in overseas pedagogy there is no such time period - "education". They argue that the time period "education" (education) consists of

schooling and distinguish schooling into an unbiased scientific category. Moreover, home scientists are starting to pick in overseas scientific phrases these that are closest in that means to the time period "education".

In order to recognize the essence of training in the new international world, it is integral to pay interest to the factor of view of Yu.V. Krivova (2020). The time period education, commonly regular in the West (in the Western pedagogical tradition), etymologically goes again exactly to the thinking of "mentoring", "teaching", "education" as bringing humans into human beings in the literal experience (from the Latin root educare - convey human beings to, patronize, instruct, nurture). In the cultural and pedagogical context, this time period skill household education, non-secular education; social (social education), carried out each in academic establishments and in society (in the neighborhood - neighborhood education). It is a common observation that the true knowledge of things is only attained through the experience of its use, since it allows us to get an idea of them and reach its meaning or understanding by means of a personal assimilation. This generally occurs in all kind of cases, but it is especially handy for the spheres of knowledge. That is why the understanding of the meaning of a term is a late and reflexive result more than an entirely a priori task without previous experience.

Conclusion

All of this enables us to propose the notion of utilizing the category of education when researching international scholastic studies. Foreign social sciences are starting to acknowledge education at the turn of the 20th and 21st centuries as an emergent pedagogical phenomena. It eventually distinguishes itself as a distinct area of pedagogical analysis. In the scientific exchange of foreign studies, the terms "moral education," "social skills," and "social education" are used, which are conceptually similar to the traditional Russian pedagogical term "education."

The terms "individual life project," "civic education," "global education," and "multicultural education" are employed as explicative Russian-English ideas for examining the phenomenon of education. Education is becoming into a worldwide category as a result of the processes of globalization and standardization of educational systems in many nations with regard to science. Innovative ideas in the investigation of the phenomena of education are stimulated by English-language literature, which serves as the literature of worldwide scientific communication.

The external structure of the Constitution describes its relationship with other sources of law, the totality of relations, its place and role in the legal system and its significance in the system of social and normative regulation in society.

The article presents the role of family, forming system of upbringing, traditional-educational system and traditions in Uzbekistan.

In an article consistently revealing the principles of the Bologna process for measuring the quality of education, the dynamics of internationalization and the logic of integration in European higher education and in Eurasia.

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