

## Educational Space is an Important Socio-Cultural Phenomenon of Society

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**Abstract:** This article presents ideas about the space and time of education and approaches to the social and cultural environment in the educational process. In addition, the processes of transition from individuality to generality and from locality to secularism in education were considered.

**Keywords:** educational space, modern education, educational environment, socio-cultural environment, social life, culture, evolution, human history, social mutants, fixation, ICT, differentiation, stratification, intensive, pragmatic, utilitarian.

As stated in President Shavkat Mirziyoyev's address dated December 20, 2022, "Increasing the quality of education is the only correct way to develop New Uzbekistan!" In addition, the president's proposal to name 2023 "The Year of Attention to People and Quality Education" imposes a number of priority tasks on education and the quality of education.

As a result of the hard and tireless work of the President of Uzbekistan, the Uzbek people achieved significant results on the path of development in 2022.

The development of society is multifaceted, and society and all its specific manifestations are formed and determined by people. The history of the formation and development of educational spaces is essentially closely related to the history of mankind. The evolution of the educational space clearly reflects the characteristics, main stages, and laws of human history.

At the beginning of human history, there was a need to survive in conflict with nature. In fact, the forces of nature forced humanity to fight. Over time, people began to find the strength to overcome various and complex situations by using their intellect. This led to the formation of the phenomenon called "culture."

The need to transfer culture from generation to generation has given rise to the corresponding activity of transferring experience: the educational institution. Education serves as a protective ring of culture, and it is precisely because of this function that it is often criticized because, despite the obstacles faced by many in their lives, they are viewed as universal problems, resulting in their social life seeming to be full of various crises and inconsistencies. In fact, education provides an element of social heredity: the desire for novelty and fashion, along with the extreme variability and demands of this institution, can lead to the emergence of "social mutants."

Variation and search characteristics should characterize other social institutions and be characteristic of other forms of social consciousness. Culture is the result of the development of society, which is closely related to human activity. Education is also based on activity, but not the production of new social information, but the activity that transfers social information from person to person and from society to society. On the one hand, the task of education is to ensure the static nature of the cultural component of society; on the other hand, it is achieved dynamically through the transfer of information and experience. Each activity takes place under certain conditions, in a certain space, and at a certain time. Therefore, the concepts of educational space and educational time are logically related to each other.

Adequate information supply, certain infrastructure, and social conditions are necessary to ensure the transfer of experience from generation to generation. All these factors make up the educational space. Sociality occurs when two individuals interact. According to Ginetsinsky, the educational process

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"appears as a diversity that coexists or replaces each other with specific structures of social interaction at different scales." In his opinion, the smallest structural unit of such interaction is the "teacher-student" dyad, and the largest is the global educational space<sup>2</sup>. The social conditions presuppose the existence of preliminary agreements, the legal basis of education that guarantees the right to education, the obligations of both parties, and the interaction of education that may require certification tests for all subjects. Social conditions are also necessary for the free movement of learners within the educational space, the distribution of graduates, the free circulation and exchange of information (textbooks, software, visual guides, etc.), and financing. Social conditions include the existence of centralized management that guarantees the unity of requirements and the implementation of standards. Thus, while the interaction and elementary structural unity of education seem to be only local, in fact there is an organic chain of relations, conventions, agreements, etc. "Secret's" elementary process is not a local act but has a complex structure, such as its own characteristics and secular and periodic approaches. The degree of proportionality of pedagogical information and communication technologies with time and space is changing. Important stages in the way of changing the location of the elementary act of pedagogical interaction are: the emergence of writing (the emergence of the ability to record in the media what was previously expressed only in oral speech), the invention of the printing process (the beginning of the use of the book not only by the teacher but also by the learner), as a result of which knowledge is recorded and distributed electronically. Secondly, a computer is not only a computing technique but also an information processing device, a means of personal communication with the outside world. For example, much work is being done to integrate distance learning and its interactions into the educational space.

The smallest structural units of interaction are combined, aggregated, and organized into new elements of the pedagogical space—the lesson and the classroom—which is reflected in the architecture of the school building (classrooms, science laboratory rooms). class system, V.A. According to Konev, society is determined by "the nature of the culture of the new era, the logic of the organization of cultural meanings" (differentiation of science, division of labor, hierarchy of knowledge, rationalistic, pragmatic, and utilitarian approaches to the world).<sup>3</sup>

The construction of the educational space is closely related to the structure and functions of the cultural environment. Currently, the task of changing the educational paradigm and the construction of the educational space in accordance with it is becoming more and more urgent. It should be noted that, from our point of view, the computerization of education can be one of the potential "Trojan horses" that will begin to change the structural features of the modern educational space.

The concept of education did not exist in primitive times. Over time, the educational process began to emerge. First of all, there was an exchange of local experience. (in space and time). In particular, these reasons determined the slow pace of cultural and civilizational development typical of that period. Therefore, it is more accurate to say that personality is formed in the environment, not in the educational space. The educational environment was simple. As the need increased, the necessary conditions for education began to form. The emergence of language and writing led to the spread of education among people. Humanity's ability to store and transmit information directly caused an increase in the pace of social development and, at the same time, formed the educational space.

Before the invention of writing (in fact, it is more correct to consider the time when typography appeared), the educational space was mainly formed and manifested through direct contact between members of society and personal communication between people. It is no exaggeration to say The lack of living carriers of social experience, i.e., teachers, librarians, etc., to increase the intensity of the flow of educational information to the subjects of education, did not allow the wide spread of literacy. The same reasons led to an increase in the material base in libraries. That is, it helped with the local concentration of written information. As a result of harmonizing one with the other, the educational potential and level of education will increase.

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<sup>2</sup> Ginetsinsky V.I. The problem of structuring the educational space // Pedagogy. 1997. © 3.

<sup>3</sup> Konev V.A. Culture and Architecture of the Pedagogical Space // Questions of Philosophy. 1996. © 10.



The way of life of the settled people who lived until the Middle Ages played an important role in the creation of such an educational space and the spread of experience. Due to the bad roads, primitive transport, i.e., carts and camel caravans, became dangerous. In such conditions, most of the population began to acquire the experience of running a farm. During this period, the localization of cultural centres took place in madrasahs and branch palaces in Asia, in monasteries and medieval universities in Europe, as well as in cities. As a kind of "cauldron," they played the role of an experimental field. It was in these places that the centres and nodes of the educational space appeared. These processes became one of the reasons for the stratification of education in society. Also, systematic education began to emerge. The stratification of education means the existence of an educational environment in society with different educational opportunities and different educational potential. The process went from differentiation (specialization) to stratification (the emergence of inequality). Differentiation is caused not only by the localization of cultural centers but also by the individual differences and characteristics of people for economic, political, and other reasons.

The need to strengthen economic, political, religious, cultural, and other ties contributed to the formation of the educational space. The level of unity and the integration of people into some kind of community has steadily increased, and their interdependence has been strengthened. In each of the listed aspects of social life, a specific space gradually began to form as separate components of a single social space. If we look at it from this point of view, the educational space does not occupy the last place; as an example of this, we give the following: "France was not united during the time of Joan of Arc; even the revolution could not unite; but the railway appeared, albeit late, and a whole new beginning "internal education created a single France."<sup>4</sup>

A modern person participates in several fields of education at the same time. These educational organizations may be related to each other, or they may be in different districts. For example, schools, higher education institutions, out-of-school educational centers. A simple example is that some local educational institutions have not established strong relations. In particular, the exchange of textbooks, methodical literature, collections of scientific articles, materials of conferences published by the university publishing house has not yet been established between the libraries of educational institutions specializing in the field of pedagogy. The educational space can become the space of the learner (from the general to the specific) by satisfying the educational needs of the individual. Connections between educational organizations are sometimes established openly, and in some cases just for show, in them, the subject of education has a personal scientific territory, if he feels free. If the individual scientific potential is demonstrated, such organizations will achieve good results in the future, i.e. the path to producing mature specialists will be different. Although schools are called secondary schools, their education may be below or above average, and the level of higher educational institutions may have a negative or positive effect on the potential of specialists. Each separate educational space is a part of the whole educational space. This educational space is directed from the private to the general, and unites to create a whole educational space at the district, city, region, country, and world level. We study local educational spaces by uniting them into a single area and then dividing them into sections. These may include information retention, reputation, age of learners, and specialization.

Informatization and computerization of society leads to the formation of an educational space. The computer with its rich operational features is important in the emergence and formation of the cultural environment. The cooperation of existing cultures in the cultural environment should not depend on the superiority of one side. That is, it is assumed that the "dialogue does not turn into a monologue". Unintentional "conversation" without reason can have negative consequences. In some cases, in the process of distance learning, there is a strict hand that does not correspond to the system.

It is a mistake to think that the socialization and education of a person is the task of the society and the educational institution. This is a superficial understanding of the complex structure that is man. If a person is evaluated based on his appearance only, if he is treated like a blank piece of paper, various

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<sup>4</sup> Braudel F. What is France? M., 1995. Book 1.



consequences may arise. Because people are different, the quality of unwritten paper can be different. Culture and cultural environment make people invisible in different ways (positive and negative).

In conclusion, we can say that the concept of time and space did not appear in education for nothing. The unification of national educational spaces into a single educational space will bear fruit in the future. Because, in the process of globalization, the integration of a single educational field, that is, private - regional educational spaces into a common - secular educational field, leads to the integration and differentiation of education. The social and cultural environment in educational institutions and the cooperation of cultures have an effect on their mutual development.

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