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ABSTRACT

In this article, we analyze the following aspects of education: firstly, as an individualized process of forming a person in a certain society and as a process of introducing a person to socially significant experience; secondly, it is approached based on the reality of today's Uzbekistan as a special social institution that performs certain tasks in the society.

Keywords: Education, social mobility, socialization, professional mobility, educational functions, social lift, human capital, educational reforms.

INTRODUCTION

Reforms under the influence of factors that make it necessary to accelerate the process of transition from traditional education to a new stage of modern education are increasingly moving towards the introduction of innovative educational technologies, giving wide chances to learners and institutions in our country. In the period of reforms in Uzbekistan, education is highlighted as an effective factor of social mobility, and this process is noted at the level of social need.

Literature review

The role of education in promoting social mobility has been widely researched in many countries, and Uzbekistan is no exception. Uzbekistan has made significant progress in expanding access to education and increasing the quality of its education system. As a result, education has become an increasingly important factor of social mobility in the country.

Studies have shown that parental education and socioeconomic status are closely linked to the educational attainment of their children. Parents who have higher levels of education and income tend to provide more educational opportunities for their children, which in turn leads to better educational outcomes. However, in Uzbekistan, researchers have found that access to education is increasingly being determined by merit rather than social status. This has led to an increase in social mobility, with individuals from lower socioeconomic backgrounds able to attain higher levels of education and secure well-paying jobs.

One study found that the government's investment in education, particularly in science, technology, engineering, and mathematics (STEM) fields, has enabled students from disadvantaged backgrounds to access high-quality education. This has created opportunities for increased social mobility, particularly for girls and women, who have traditionally faced barriers in accessing education and employment in Uzbekistan.

However, challenges remain. Despite the expansion of access to education, there are still disparities in educational attainment between urban and rural areas, and between male and female students. Additionally, the quality of education varies across different regions of Uzbekistan.

METHODOLOGY

The main source of this article is scientific considerations and results of sociological research on the social analysis of the factors of social mobility among students in Uzbekistan. Research methods such as comparative analysis, questionnaire, and observation were used in the article based on the scientific principles of historicity, rationality, and interrelationship were used.

RESULTS AND DISCUSSION

In the system of education in Uzbekistan, the period of paying attention to the quality of students, not the number, has been formed as a social need. It is emphasized that this process can increase the effectiveness of social mobility among students.

Education is one of the most widely used scientific categories in social science and humanities research. The manifestation of the impact of education on the realization of social mobility of a person is manifested in the functioning of its institutional form. Education is considered as a social institution, which includes personnel, management apparatus and status and roles based on special procedures, social norms, social organizations (institutions, enterprises, universities, academies, institutions, tutoring services, mentor-apprenticeship traditions, etc.). It is also one of the most effective implementing mechanisms of human social mobility.

Education and human capital development strategies are traditionally considered central factors supporting social mobility. Education, as an important agent of socialization, plays the role of the main developmental creator in human development. Reforms under the influence of factors that make it necessary to accelerate the process of transition from traditional education to a new stage of modern education are increasingly moving towards the introduction of innovative educational technologies, giving wide freedoms to learners and institutions in our country. But traditional education could not meet these requirements. Today, as a result of the democratization of education and the expansion of opportunities for "qualification maneuver" in education, the demand for highly educated specialists has increased.

An important factor in the analysis of social mobility in modern society is the level of the quality of education, which constitutes the intellectual resource of an individual and society. Class membership and material possessions are secondary. The famous scholar of the sociology of education, Pierre Burdet, emphasizes the ability of society to create "know-how" as the most valuable corporate capital.

Education consists of both behavioral characteristics and the development of communication skills, the ability to perceive news, etc., and it appears to be an internal unrepeated capital of a person. Education is perceived in the process of socialization and allows the absorption of "social energy". At the same time, the presence of a certain level of education becomes a mechanism that provides general cultural-intellectual capital.

The scientific study of education that fulfills institutional tasks is to determine the mechanisms that increase the effectiveness of interrelated instructions and relations in the complex social environment in the educational system. It is education that is "responsible" for our future, it is education that is "the agent of the future in the present". According to sociologists, in the modern world, education has become the "key" to achieving new levels and successes. From the second half of the 19th century, there was a special "boom" in the demands for education. According to UNESCO, from 1960 to 1995, the number of students in the world increased from 13 million to 85 million, that is, it increased 6 times. "It is predicted that the number of students will reach 414 million in 2030 and it will increase by 4.2 times compared to 2000". Also, according to the conclusions of international experts, according to the results of educational reforms, it is emphasized that in the future, instead of "economic man", "ecological man" should come. In this regard, educational mechanisms based on principles such as the idea of a perfect person as a result of education and the idea of tolerance have priority in Uzbekistan. In our national encyclopedia, education is mentioned as the main means of preparing a person for life and work. Article 3 of the Law of the Republic of Uzbekistan "On Education" adopted on September 23, 2020 states that education is a systematic process aimed at providing students with in-depth theoretical knowledge, skills and practical skills, as well as forming their general and professional knowledge, skills and abilities, and developing their abilities. In education, learners are the main agents of mobility, and institutions, communities and social groups together create a social platform and define the normative frameworks that regulate mobility, the criteria for legal mobility.

All types of human mobility have an objective effect on the process of socialization and create this interaction. Social mobility of a person is mainly formed in the professional, academic, cultural, socio-cultural environment. Social mobility is formed both in the general manifestation of these types of actions and in the specific individual configuration of individual types of mobility of a person, which is determined by the main and accompanying types of social activities that are specific to this or that.

The latest sociological dictionary notes that "social mobility" in education has two specific aspects. First, professional mobility is emphasized as a process of movement in the socio-professional structure of society, which is associated with changes in their professional status due to the passage of a certain educational stage

and a change in the same skill level of the profession. Secondly, professional mobility is expressed in the personal quality acquired during the educational process and the ability to quickly and easily assimilate new reality. Pedagogical researcher L.V. According to Goryunova, he defines professional mobility as the quality of a person that provides the internal mechanism of personal development of a person through the formation of basic, general professional competences, which is determined by the events that change the environment, human activity, in the profession and life, as well as the person himself and the environment. As a process of changing his professional and living environment, its result is self-awareness of the individual. This definition of professional mobility in the study of B.Igoshev, professional mobility is understood as "the change of the workplace or level of the employee in connection with the change of the workplace or profession". Mobility in education, according to researchers, is a property of human essence in society, an internal mechanism of self-formation in profession and life, a process of manifesting the essence of a person in a changing world and the process of changing his professional and lifestyle. In his research, L.V. Goryunova studies educational mobility by dividing it into the following components: professional competences, readiness of future specialists for changes, and individual activity. According to other researchers, the educational mobility of a person is not only the ability to change education or profession, but also the ability to successfully realize oneself in a public (household, family, confessional) environment.

In sociology, the mechanisms of vertical mobility are called certain "zones of ascent", "social elevators" or "routes" between social strata, which can move people up or down one of the social strata. Mobility is also noted as a way of responding to changing life situations and professional variability. Thus, social mobility in education is determined not only by the ability of a specialist or future specialist to change his specialty and type of activity, but also by the ability to make independent and non-standard decisions aimed at improving his professional skills, as well as by the ability to quickly master a new educational and social environment. To acquire new skills, it is necessary to have a number of qualities, in particular, to be a constant participant in social situations such as creativity of thinking, speed of decision-making, ability to learn, self-assessment, ability to adapt to new conditions, resistance to inadequate external and internal factors. . Such a situation can be comparatively called social turbulence. Social turbulence in education, rapid flexibility in activity characterizes a mobile specialist, that is, a specialist who can solve various problems without psychological damage to himself.

According to the implementation of educational functions in the conditions of modern society, it has a number of following aspects. First, researchers consider education to be the most important factor of human social mobility in the conditions of modern knowledge-based information society. In such a society, knowledge and information become the main resources of both economy and politics, the basis of wealth and power.

Philosopher F. Bacon's famous saying: "Knowledge is power" is becoming more relevant than ever. Such problems faced by the current education system require a radical revision of its role and importance in modern society. Secondly, separating the task of reproduction of society from the task of human development can weaken the importance of education as a mechanism of social preservation and reproduction and may lead to negative consequences. In addition, consideration of the role of education in society from a utilitarian-pragmatic point of view, introduction of appropriate methods and content of education could not remain without affecting the educational process and result. Also, education, as one of the most important spheres of social life, is a process of transferring socially significant experience to new generations, and fulfills the tasks of repeating and changing social reality. Education implemented as a factor of social mobility legitimizes the social selection, testing, distribution and activities of individuals, as a result of which social groups are reshaped. The success of education as a factor of social mobility depends on its functional direction, in particular, reproduction or change of social reality is the main task of education. The balance of important tasks of modern education can be manifested by recreating the ever-changing social reality. Like any other social institution, education performs certain social tasks. Researchers distinguish two important tasks of education. One of them is the role of education in ensuring the succession of education according to the function of value. This education is manifested in the preparation of "social representation", that is, it recreates and ensures the preservation of a certain society in terms of quality and concrete social identity in social integrity.

Education gives the new generation the skills of socially organized life, transfers the social characteristics of a certain society to new carriers, restores the social structure, and the system of factors of social mobility of each specific society also ensures the absorption of a person into social reality. Also, the important tasks of education

in the formation of the development and innovation ability of a developing or flexible new generation are also shown. This task appeals to the future specialist, to his potential, which applies both in times of significant restructuring of the entire social system, reforms, and in difficult periods of an individual's life. So, in the first case, human potential is the driving force of society's development, and in the second case, it enables a person to overcome a difficult life situation. Thus, two-fold and essentially alternative tasks of education are to prepare the society and the individual for the reproduction of the existing social reality, that is, its preservation and its renewal and development.

We can see education as a social institution that ensures the effectiveness of social elevators for different categories of the population, such as participation in political organizations, stable employment, marriage, migration, etc. The transition from one layer to another occurs in the sphere of inter-institutional movement of social institutions, a process P.A. Sorokin called "elevators of mobility". The elevators of mobility are primarily educational, political and professional organizations. These institutions perform the social function of regulating mobility. On the one hand, it is precisely these institutions that open up the possibility of social mobility to us, but they also limit it, differentiate individuals, transfer only a part of them "to the top". For example, the higher education system gives a person his status both on the basis of knowledge and in the professional field (by searching for a job in a specialty) gives an opportunity to increase.

At the same time, exams distinguish the most successful students, the most careless are excluded from studies, this process is actually held as a mechanism for selecting the most worthy. If this process encourages social mobility on the one hand, it can cause social inequalities on the other hand. Social elevators are one of the main mechanisms of social mobility, which enable the activation of movement processes within the social hierarchy, as well as the increase of capital, which allows social subjects to move. We can interpret the social elevator as a system of objective conditions and principles developed by state institutions and social communities, groups, which have a decisive influence on the formation of vertical social mobility, strengthened at the level of social policy in society.

Publications in recent years have emphasized that traditional social elevators, such as the institutions of education and marriage, no longer provide upward mobility for all. In particular, it is necessary to look for new forms of increasing the social status of rural and regional youth who do not have a high position on the basis of their families belonging to the elite layer of the society. Participation in socio-political activities and actions, as a result of which formation of new values of individuals and social associations has become a new hybrid form of high social mobility of young people in society.

The formation of human capital, which determines lifetime opportunities, depends on three factors: the family, that is, the human capital of parents; ability; the effectiveness of the person in the educational system. Intuitively, the three factors work as follows. Innate ability promotes social mobility, because its distribution does not depend on social origin. Conversely, family background is anti-mobility. If the education system enhances the influence of innate ability, it encourages mobility, and if it enhances the influence of the family, it encourages inactivity.

The economic factor is highlighted as the main factor of social mobility in the period of large-scale reforms in modern societies. Economic power and entrepreneurship become universally accepted criteria of social success and provide social security and the possibility of promotion to the highest strata. But the most effective social elevator as a means of achieving this economic power is educational mobility. Indeed, the development of advanced technologies in the industrial society, on the one hand, which requires high skills and training, and on the other hand, encourages the emergence of many new professions with high salaries and prestige. As a result, the level of voluntary, achievement-oriented and necessary mobility is increasing due to the need to improve the level of skills. In order to meet the parameters of success-oriented and necessary mobility, people are required to have certain educational qualifications and skills, which is also an important criterion for modern man.

In education reform, special attention is paid to new forms of education that can appear with the help of information technologies and communication technologies. The use of new information technologies to develop new forms of distance learning based on the Internet leads to the realization of the "true value" in education at the international level. Although real mobility continues to be important, it is seen as one of the elements of internationalization. The international dimension in educational practice is becoming more and more important, where mobility takes place in virtual space or the goal is to create an international environment for exchange of ideas. The search for new, improved, cost-effective means of education and training is expanding worldwide. In

some cases, they are trying to reduce the main difficulties in the development of online education, which is not for nothing, because for most of the planet, the connection to the modern distance education system will be effective only after attracting huge investments in modern communication infrastructure.

People's interest in mass education shows general stability in society. The main task of the state and society in terms of education policy is to ensure equality in education for citizens, to make it possible to use education as a social lift more widely.

Our intellectuals also say that patience is becoming a rare phenomenon for the current generation. The mentality of the current generation is that the ability to acquire knowledge and skills from a certain period of a person's life and, as a result, create a foundation for lifelong achievements. As a result of the research conducted on the topic, 53% of the respondents noted that today's youth did not fully understand the formation of lifelong opportunities by becoming qualified specialists in their field. It is difficult to realize that the knowledge and professional skills acquired during the educational age are equal to the wealth that cannot be exhausted during the lifetime, just as the success of the superstructure depends on the foundation.

One of the first obstacles on the way to the formation of an effective system of social mobility is the current practice of standard financing of higher education institutions. This practice has its pros and cons, but its impact on social elevators and education is completely negative. Simply put, the university is financially dependent on the student (not the other way around). This applies both to students who study from the budget and to those who pay for their studies. A student leaving a higher education institution has a negative impact on both the university's image and its financial and pedagogical activities, and therefore the threat of expulsion for academic failure does not put students under serious threat. In addition, such a system of relations creates an unprecedented liberalism towards students. As a result, attempts at academic fraud, as well as accumulated academic debt, help keep students out of the situation under this unwritten rule. This undermines the effectiveness of mobility elevators in social mobility. In order to be expelled, a student must do something that is completely incompatible with the requirements for him (for example, not attending classes at all during the academic year), otherwise he will be transferred from course to course, even if it is contrary to common sense. Such an approach actually devalues the achievements of those who succeed through their own efforts and creates an imbalance or paradox between legal requirements and social offers.

CONCLUSION

At the end of our article, we would like to emphasize that, according to the researchers conducting scientific research on the topic of social mobility in education, the university should be given more freedom in expelling students who do not meet the requirements of the university according to their activities. That is, we would like to emphasize that increasing the effectiveness of education as a social mobility is one of the mechanisms that ensure the quality of education and individual growth by increasing the desire to study and learning. According to the results of our research on the topic, if students are afraid of dropping out, 68% of them said that they would study better to avoid dropping out. As a result of this process, students acquire new skills and knowledge, and increase their efficiency.

In our opinion, this is more important than the testing and accreditation of educational institutions, which processes significantly increase the actual quality of education. Education has played a significant role in promoting social mobility in Uzbekistan. The government's investment in education, particularly in STEM fields, has created opportunities for students from disadvantaged backgrounds to access high-quality education. However, there are still challenges to address, including disparities in educational attainment between different areas and gender gaps in educational access and attainment.

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