

**UPBRINGING IS AS AN EDUCATIONAL AND SOCIAL INSTITUTION****Dekhqanova Jamilaxon Yodgorjon qizi<sup>1</sup>**<sup>1</sup> Kokand SPI Teacher of the Department of Pedagogy  
and Educational Management**Mahkamboyev Abdulhay<sup>1</sup>**<sup>1</sup> 2nd grade 03/23 Group student Department of Pedagogy**ARTICLE INFO****ABSTRACT:****ARTICLE HISTORY:***Received: 15.01.2025**Revised: 16.01.2025**Accepted: 17.01.2025***KEYWORDS:***Essence of  
education, social  
institution, society's  
education, family  
education, education  
and upbringing, cultural  
values, socialization  
process, moral  
education, pedagogical  
system, public  
organizations, national  
education, modern  
education.*

*This article discusses the study of education as a fundamental social institution in society. Education is a crucial factor in shaping the individual and plays an essential role in the socialization process. This research highlights the importance, functions, and the role of educational institutions in the development of society. It explores how education, through its historical forms, plays a role in transmitting moral, cultural, and psychological values within society. The article examines the process of shaping the individual, transmitting cultural norms, and strengthening social relations. Additionally, it emphasizes how educational institutions function in various cultures and the common aspects between them. The research findings provide a deeper understanding of the contribution of education to the development of both individuals and society.*

**INTRODUCTION.** Education is one of the most important social institutions of society, playing an important role in the formation of the human personality, transmitting the spiritual and moral values of society to generations. Education is the main tool in the process of human socialization and ensures the successful integration of the individual into society.

As a social institution, education is distinguished by its systematic and continuous nature. It includes various sub-institutions such as family, school, religious and public organizations. The family is the main sub-institute of education. Child education begins,

first of all, in the family. The family environment affects the formation of basic moral rules in a child, his understanding of his place in society. Schools and higher education institutions are one of the most important parts of education as a social institution. These institutions are aimed not only at providing knowledge, but also at ensuring the moral and social development of the individual. The role of education as a social institution occupies one of the main places in the development of society. It not only forms the individual, but also ensures the stability and development of society. In modern conditions, the education system must be developed taking into account national and international requirements. At the same time, the cooperation of the family, school and the state in this process is important.

“Education is a social institution. In modern society, there is a whole system of social institutions. A social institution is a historically formed form of joint activities of members of society to satisfy their needs (economic, political, cultural, religious, and others) that arise in the process of using social resources. Education as a social institution arose to implement the socialization of members of society, promote cultural and social values, create conditions for satisfying social needs, and, in general, to cultivate active members of society. Education as a social institution is a phenomenon that appears at a certain stage of development of a particular society.

In the historical development of every society, at certain stages, the following events occur:

- 1) Upbringing is divided into family, religious, and social types, the role, importance, and relationship of which remain unchanged.
- 2) Education is directed from the older generation in society to the younger generation and covers more and more age groups.
- 3) In the process of social education, it is possible to distinguish between receiving education and later becoming a certain person as its components.
- 4) Corrective education appears.
- 5) Anti-social upbringing is practiced in totalitarian, political, and crime-prone societies.
- 6) The tasks, forms, methods and means of education change.
- 7) The importance of education increases. It becomes a separate function of society and the state and becomes a social institution”<sup>1</sup>.

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<sup>1</sup>Egamberdiyeva N. “Social Pedagogy.” Tashkent: 2015. (84-90.p).

Education as a social institution has been covered in many works by Uzbek pedagogical scientists. This topic is aimed at analyzing the important place of the educational process in the life of society, its impact on the development of the individual and society. In the works of Nodira Egamberdiyeva, the concept of education as a social institution is considered, and its main tasks - adapting the individual to society, transmitting social values, and mechanisms aimed at stabilizing society - are explained in detail. The interaction of sub-institutions such as the family, school, and neighborhood in the educational process, as well as their educational capabilities, are widely analyzed.

Also, Sh. Umarova, in her research, studied the process of upbringing as a social institution, revealing its importance in the socialization of a person in society and involvement in social activities. In her works, great attention is paid to the influence of social rules and norms formed in society on the upbringing of a person, as well as the role of national values. The main issues are the enrichment of the educational process through national and religious values, and the teaching of young people to understand their national identity.

FX Yunusova analyzed the main theoretical issues of social pedagogy, revealing the opportunities it creates for personal development, analyzing education as a social institution. Her research broadly covers the interrelationship of family and community education, their joint role in personal education, and issues of ensuring stability in society based on national characteristics.

In the works written by Boqieva G., the process of upbringing as a social institution is analyzed from a historical and modern perspective. These works are devoted to the educational traditions of the Uzbek people and their significance in solving modern social problems. In particular, practical recommendations are developed based on national approaches to involving young people in social activity and developing social responsibility among them.

Leading educators of Uzbekistan have tried to combine national and modern pedagogical views in analyzing the process of upbringing as a social institution. In their research, a special place is occupied by the issues of cooperation between the family, school and neighborhood, the use of social technologies in the upbringing process, and the unification of society through the upbringing process. These studies today serve as an important source in the development of the national upbringing system. When upbringing is studied as a social institution, its role and significance in society are deeply analyzed. Upbringing goes through several stages necessary for the socialization of a person and finding his place in



society. In studying this process, Uzbek scientists separately distinguish the role of upbringing in society and its specific features as a social institution. Upbringing is considered as a self-organizing system. In this system, the school, family, labor collectives and other social structures interact and complement each other in implementing the educational goals of society. The importance of the educational process as a social institution is that it forms the norms, values, and cultural norms existing in society and through them socializes the individual. At the same time, in social pedagogy, the educational process is not limited to school or family, but various social organizations, communities, and other social institutions also exert their educational influence. For example, neighborhoods or family communities play an important role in the educational process, as they are of great importance in determining the social dignity, moral principles, and place of a person in society. The educational traditions of Uzbekistan, its unique cultural values, and labor communities also contribute to the effective organization of the educational process as a social institution.

“The principle of social education as a joint activity does not require the equality of the educator and the educated. This difference is explained by age differences, the difference in life experience, and the asymmetry of social roles. In the principle of joint activity, not equality, but mutual respect and sincerity come first. The principle of continuity of education stems from the hereditary nature of socialization. The principle of continuity of education considers each stage of human development as an individual and social value. According to this principle, there are constant and inexhaustible aspects in the social development of each child and adolescent. Because, interacting with the world and themselves, they always retain their innovative nature. For example, L. Tolstoy believes that five people changed in him during his life. According to the principle of continuity of education, education should be organized in such a way that at each age stage a person should have the opportunity to “reform”. Taking into account and ensuring the listed principles of education is one of the conditions for achieving positive results in social pedagogy”<sup>2</sup>.

In addition, pedagogical technologies, new approaches and methodologies are of great importance in the study of the educational process. Uzbek pedagogical scientists emphasize the importance of studying and introducing modern pedagogical approaches in this area. For example, the use of social pedagogical technologies in the educational process helps to

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<sup>2</sup>Egamberdiyeva N. “Social Pedagogy.” Tashkent: 2015. (84-90.p).

develop the social abilities of the individual. Regulation of educational processes using technological approaches leads to the successful implementation of social pedagogy.

As an aspect of the social education system, the issue of transmitting the moral, ethical and cultural norms of society to the younger generation is relevant. This is, of course, one of the main directions of promoting policies aimed at ensuring social justice and equality through the education system and developing social responsibility in society.

Education as a social institution also plays a role in unifying society, strengthening social cohesion and ensuring sustainable development. When each person goes through the process of education as a social institution, he becomes responsible not only for his own personal development, but also for the development of society, and has a positive impact on society. In addition, the social education system serves to form freedom, equality and legal order in society. Education as a social institution ensures that individuals understand their rights, find their place in society and forms responsibility for them. Education as a social system simultaneously preserves traditional values, but also includes adaptation to modern requirements and global changes. During these processes, the science of social pedagogy is aimed at developing the necessary methods to increase the effectiveness of the education process, solve social problems in society, and actively involve young people in public life. For the effective functioning of the educational process as a social institution, cooperation between the state, society, and educational institutions is very important. This cooperation is an important factor that serves the proper upbringing of the individual and the overall development of society.

“The idea of the harmony of education with nature arose in ancient times and has come down to us through the works of Democritus, Plato, Aristotle. In the 17th century, Johann Amos Comenius described this harmony in education, which led to its wider development in pedagogy by the beginning of the 20th century. In the 20th century, the development of natural and human sciences further enriched the principle of harmony of education with nature. In particular, the creation of the doctrine of the noosphere by the Russian scientist VI Vernadsky became an important part of this idea. The noosphere is a concept that expresses the stage of development of human conscious activity, which affects the solution of global problems and decision-making on them. The principle of harmony of education with nature is aimed at a scientific understanding of the interrelationship of natural and social processes, their compliance with the general laws of the development of man and nature, as well as education taking into account the age and gender of a person, educating

him with a sense of responsibility for his own development. This principle also envisages the role and responsibility of man in shaping the future development of the noosphere”<sup>3</sup>.

In conclusion, education, as a social institution, ensures the inextricable link between man and society, playing an important role in the life of each individual. This is a necessary condition for the sustainable development of society and the continuity of its cultural and spiritual heritage. Education is an integral part of society and a key factor in human life, and its role and importance in the process of socialization are incomparable. Through education, a person's personality is formed, cultural and moral values are transmitted from generation to generation, and social stability and development are ensured in society. Education is carried out not only in the family, but also through schools, public organizations, religious and state institutions. This process develops and is formed in accordance with the social needs of society. Education, as a social institution, is a means of uniting man and society. Its main task is to form members of society as socially active, spiritually rich and culturally mature individuals. In this process, education is carried out on the basis of specific goals and principles, serving not only to provide the younger generation with knowledge, but also to form their moral and normative skills. It is worth noting that the education process is a constantly evolving phenomenon. In accordance with the demands and needs of the time, forms and methods of education are updated and enriched on the basis of new principles. In particular, the harmonization of national educational values with modern educational methods is one of the important issues today.

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<sup>3</sup>Egamberdiyeva N. “Social Pedagogy.” Tashkent: 2015. (84-90.p).