

**PHILOSOPHY OF EDUCATION - THE METHODOLOGICAL BASIS OF THE
FORMATION AND DEVELOPMENT OF THE THIRD RENAISSANCE**

Musurmankulov Farkhod Uralovich

Chief specialist of the Department of Quality Control of Education
The Uzbekistan State Institute of Arts and Culture

Abstract: Building an enlightened society was the eternal dream of our great scholars, thanks to the honor of independence and taking into account that all the conditions for its realization have been created, the President of the Republic of Uzbekistan "Educate a spiritually mature, mature generation, educate to develop a new person who realizes the strategy of development based on the development of education, the establishment of an enlightened society - the ultimate goal is to ensure human interests is one of the most important tasks of our reforms" is of great importance in building a democratic society.

Keywords: spiritually mature, perfect generation, thinking, renaissance.

INTRODUCTION

By the 21st century, science is rapidly developing in the world, and its latest results are being introduced directly into the production process. The emergence of such a situation requires a philosophically correct and deep understanding of the dialectical relationship between science and the production process. This, in turn, puts the task of training a new generation of highly qualified specialists necessary for the advancement of science and development of production on the agenda. This task can be fulfilled only by the educational system built on the basis of the fundamental philosophical theory, which is made up of clear and reliable evidences of the truth of nature, society, and human thinking, which reflects methodologically important knowledge.

MATERIALS AND METHODS

So what is the Renaissance? Renaissance comes from French "Renaissance", Italian "Rinascimento" and Latin "renasci" meaning "birth, rebirth". The main characteristics of the Renaissance period are the movement away from dogmatism, ignorance and dogmatism in thought and science, the glorification of man, the opening of talent and intellectual activity, and the intense singing of the melody of life and worldly beauty. As a result, wonderful works of art are created that demonstrate the power of creativity and thought, magnificent architectural structures are built, and science develops.

The third renaissance is a period of high development of science, literature and art, spirituality and enlightenment as a result of free development of mental and physical abilities of every citizen living in our country. The most important factor in this is to ensure human rights and freedoms, to fully satisfy material and spiritual interests and needs. So, the more the society progresses towards the Third Renaissance, the more the need for the science of philosophy increases. The more the science of philosophy develops, the more society develops and acquires a humanistic content. The development of the humanistic content of the society is carried out by organizing the educational process in it on a proper, systematic basis. Because the content of any educational process is represented by the place of the educational system built on the basis of certain philosophical theories in real social reality and the possibility of changing it. In this case, the more humanistic the philosophical theory of education, the more progressive the content and essence of the educational process.

RESULTS AND DISCUSSION

Therefore, the process of mutual integration between the science of philosophy and education takes place in the life of society. As a result of this, education and philosophy will be reunited,

creating an opportunity for the emergence of the philosophy of education, which is a new form of knowledge of the secrets of nature and society in the period of the Third Renaissance.

Education has always been the cornerstone of societal progress, enabling individuals to transcend limitations and achieve collective growth. The historical renaissances-the European Renaissance and the Islamic Golden Age-highlight the power of knowledge and learning in reshaping civilizations. As we stand on the threshold of the Third Renaissance, characterized by rapid technological evolution, ecological challenges, and socio-political shifts, it is imperative to reassess the philosophy of education as a guiding framework for sustainable and inclusive development.

Education in Previous Renaissances

European Renaissance (14th-17th Century): A revival of classical knowledge, emphasizing humanism and the liberal arts, which fueled scientific discoveries and cultural achievements.

Islamic Golden Age (8th-13th Century): A period where knowledge transcended borders, with scholars advancing in mathematics, astronomy, and medicine, supported by institutions like the House of Wisdom.

The success of these renaissances was deeply rooted in an educational philosophy that promoted curiosity, interdisciplinarity, and inclusivity.

Modern Educational Paradigms

Contemporary education systems are evolving to address the challenges of the 21st century, including digital transformation, climate change, and global inequality. However, these systems often struggle to balance traditional values with the demands of a hyperconnected world.

The philosophy of education is not merely a theoretical construct but a dynamic framework that can inspire and guide humanity toward a brighter future. By adopting a methodological approach that prioritizes creativity, inclusivity, and sustainability, education can serve as the driving force behind the Third Renaissance. This transformative era will not only advance human potential but also ensure a harmonious coexistence between technology, nature, and society.

The transformation of this opportunity into reality is, firstly, the relationship between the object and the subject of the existing education system; secondly, that it is organized based on a philosophical idea of such conceptual importance; thirdly, people's interest in learning; fourthly, it depends on the policy carried out by the state on the development of the education system. Based on these opportunities, the philosophy of education, on the one hand, studies the general laws of the educational process, and on the other hand, forms the theoretical-conceptual foundations of the future development of the educational process; on the third hand, the field of knowledge that serves to ensure logical consistency at all stages of the educational process; fourthly, based on the socialization of the educational process, it will become a real reality in the field of science as a force that clearly demonstrates its humanitarian nature. In this regard, as the President of the Republic of Uzbekistan Sh.M.Mirziyoyev said [2]: "It is clear to all of us that the cornerstone of development and the force that makes the country powerful and the nation great is science, education and upbringing. Our tomorrow, the bright future of our country, is closely related, first of all, to the education system and the education we provide to our children."

What we mentioned is the essence of the need to create a national philosophy of education leading to the Third Renaissance in our country. In this sense, the following can be included in the list of factors leading to the Third Renaissance.

1. The science of world philosophy and the product of the philosophical thinking of our ancestors - the development of a new philosophy of education and its practical application as the methodological basis of the Third Renaissance.

2. Creating the history of philosophy on the basis of new historical data, creating a philosophy of history that forms the methodological basis of the science of history, discovering its laws and establishing the historical roots of the Third Renaissance.

3. Development of a philosophical research program that reveals the philosophical foundations, socio-economic grounds, political-legal aspects, spiritual-cultural aspects of the Third Renaissance.

4. To create a group of scholars promoting the disclosure of the philosophical essence of the Third Renaissance in each educational institution, to create ample opportunities for their activities.

In conclusion, as the President of the Republic of Uzbekistan Sh.M.Mirziyoyev said: "The unique and unique scientific and spiritual heritage of our great ancestors should become a vital program in constant motion for us. This immortal heritage should always be with us and always give us strength and inspiration. First of all, we need to imbue the national education system with such a spirit. For this, it is necessary for our scientists and experts, respected scholars to deliver this spiritual treasure to today's generations in simple and understandable, attractive forms. We are raising the issue of the Third Renaissance as a strategic task and raising it to the level of a national idea.

CONCLUSION

We consider the division of pre-school and school education, higher and secondary special education systems, and scientific and cultural institutions as four integral links of the Renaissance. We consider kindergarten teachers, school teachers, professors and scientific and creative intellectuals to be the four pillars of the new Renaissance. I believe that respected parents will definitely support this initiative and will be the fifth link and pillar of the new Renaissance. And if I say that this will be the strongest pillar in our spiritual and educational life, I think you will fully support it".

In short, the historical development prospects of any nation and state are directly determined by its educational growth. This depends on the intellectual potential of the nation. That is why the potential of pedagogy, philosophy and spiritual-educational personnel plays a decisive role in the promotion and promotion of instilling the light of enlightenment into people's minds and lifestyles.

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