

## The Role of Education and Upbringing in the Formation of a Harmonious Personality in the Process of Globalization

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### Abstract

This article emphasizes the importance of educating future generations, the foundations of a democratic and civil society that we are building today, to instill in them national pride, love for the Motherland and education of our young people as a perfect person. This article discusses the forms and features of the manifestation of threats in the process of globalization and their negative impact on the social life of our society.

**Keywords:** globalization, spirituality, spiritual threat, motherland, democracy, civil society, kind person, national pride, spirituality, national values, human values, ideological immunity, missionary work, proselytism, estrangement from national identity.

**1. Relevance.** It is gratifying that Uzbekistan, as an integral part of the world community, embodies the positive aspects of global development in its socio-cultural life. And the fact that the attention is paid to human rights as a leading issue, in our country "ensuring respect for human rights and freedoms, respect for the dignity of each individual is an integral feature of an open, free and fair society in which we are being restored". It is relevant to, investigate the issues of human rights and its role in ensuring national development in the conditions of the validity of the printout "the people should serve society, not state bodies". Especially in modern global conditions, it is necessary to study issues of legal culture, which are resolved as rights and values embodying the creative qualities of representatives of our nation, as long as international terrorism and religious extremism pose a threat to the life of humanity, civilization and the future and seek to violate human rights and freedoms.

On the one hand, globalism leads to the development and institutionalization of transnational forms of social practices that focus on the problem of the social dimensions of the human personality, as well as the forms of their organization (in the broad and narrow sense of the word). On the other hand, when social relations reach a global extent, we observe the growing need for local autonomy and regional cultural independence. The systemic processes of globalization are populations (racial-ethnic, cultural groups, etc.) that originally never existed. In connection with the emergence of the general process of globalization leads to a change in the stratification structure in relation to the role of various strata of humanity, the transfer of lifestyle and style at the level of the planet and, in this regard, changes in the structure and functions of education, which is a social institution. It is said that "modernization of culture and education is rather "Westernization" - this is how it is understood in the West and East"[2, p.16].

**2. Methods and level of research.** Since the last quarter of the twentieth century, the process of globalization and its problems have been in the focus of attention of the world's leading scientists and specialists in various fields [3]. The study of globalism as a social reality was initiated by Western researchers, while the concept of "globalism" in relation to scientific consumption by American researcher T. Levitt was introduced in 1983. He described the general activity of transnational corporations as the "globalization" of the processes of production of goods and their sale in a single way [4, p.13]. This idea was also expressed by the scientist of Uzbekistan B.Umarov, who also supports [5, p.8]. But the president of the famous Club of Rome, A. Pechey, used the concepts of "globe", "global", as in his work published in 1977. He calls the "global system nature - man - society - technology an integral system" and is based on the fact that global crises have arisen on earth due to scientific and technological discoveries and human greed. In fact, A.Pechey since the beginning of the 70s of the XX century, J.W. Forrester, Dennis, L. It is noted, that Medusa conducted a special study of globular processes [6, p.40, 114-121].

**3. The results of the study.** Despite the pronounced social demand, the world education system, according to influential scientists in this field, is not in a state of constantly increasing demand for the volume and quality of education. The possibility of a gap between social needs in education and the possibilities of meeting them is obvious. Education on a global scale tends to become conservative structure, which cannot effectively contribute to solving global and other problems of humanity, aggravate them when the time comes. As a result, there was a conflict between the human right to education, which has become natural, as well as the traditional education system. The conflict between society and education arises from the practice of forming a model of the educational system, which can be solved, with the help of which a way out of the global crisis will also be determined.

Thus, globalization is a complex interaction of social processes on a global and local scale. Without a meaningful process, globalism can generate new forms of conflict, inequality, which are factors of both development and degradation/destruction of individuals and social groups. In our opinion, it is the Institute of Education that is able to neutralize the negative impact of the processes of globalization on the individual, as well as to correct the accidental formation of the processes of globalization and individualization in the development of personality.

Depending on the type of social system, the role and function of education manifests itself in different ways. N.D.Sarokina successfully demonstrates this by the example of changes in the social and socio-systematizing functions of education. In societies traditionally called - by such a layer – closed social systems with a hierarchical structure, important channels of social mobility, as well as factors of social differentiation are social origin, personal contacts. Compared to them, education plays a smaller, insignificant role. Therefore, in the period before the revolution, efforts to carry out reforms to determine the social status of our society in order to give more importance to education were not completely successful, sometimes led to a crisis in general.

The decisive role in the life of industrial society belongs to industrialists, manufacturers, and businessmen. Accordingly, the importance of the social differentiating task of education is also increasing. The boundaries of the stratum are being violated, with the help of education there are more opportunities to take a significant place in society. According to the traditional society, education is becoming more and more popular in this society. Despite this, the presence of social origin, economic and political capital remain powerful "filtering" tools. All this is on the way to an unstable state, an obstacle to excessive mobility, mobility of society.

In the first place, in the post-industrial society comes the service sector, the leading role in knowledge, university, scientist, manager, search and dissemination of information will be relevant. In this case, the acquisition and dissemination of information becomes a distinctive aspect of such a society. The rapid development of global information networks is changing the way of life of many people. A new social community is emerging - the information community, or cyberspace, this society breaks the boundaries of the life world formed over the centuries. Cyberspace is becoming a new form of social relations, which is characterized by openness, maturity of the social structure, the presence of impressionable social thought. The role of education in the processes of social mobility, in the structure of social space is gradually increasing. At the same time, the presence of education does not indicate the achievement of a certain social status, although it plays a significant role in the synthesis of order and disorder in the social system as opportunities for self-expression increase. In general, when social development in the battalion increases, the role of education in the processes of structuring social space increases, but to some extent this is a visible phenomenon. On the one hand, education promotes social mobility, it destabilizes society. On the other hand, education contributes to the strengthening of social inequality, in its essence it does not underestimate the possibilities of professional mobility and other forms of mobility.

The society formed in the era of globalism is often called informational and post-industrial. In this sense, information activity manifests itself as a certain style of human movement in the world, things, interaction with other people. The same action plan provides for a qualitative reflection of a person in his relationship with things, both at the level of production and at the level of consumption, and at the level of interaction between people. There will be no objects, anonymous structures of the owner, expressionist and creator of social quality, these are the people themselves, and they will be the owner, expressionist and creative at the same level of action as the subject. Therefore, the status of a person in the information society is associated not only with the scale of the amount of accumulated material goods, but also with the level of ability to conduct culture, education and activities related to modern high technologies. Therefore, "if at first natural resources and finance played a key role in the development of the state and the nation, now the conditions for the development of human resources ("human capital") are in the first place. "Countries and nations capable of providing a high level of education, professional training and skills in all fields, as well as knowledge and preparation for finding non-standard solutions appear in the foreground of the historical scene."

The formation of a society based on information and knowledge poses new challenges even for higher education. It is necessary to join the opinion of the World Bank, which say experts that new global trends will lead to both positive and negative consequences from behind, which we have already mentioned above. In general, negative consequences are associated with the emergence of new forms of social inequality, contradictory tendencies of socialization and individualization of the individual, as well as the crisis of the spiritual world.

Therefore, analyzing the hierarchy of value orientations in a post-industrial society, many researchers believe that achieving material well-being in any way in an agrarian-industrial society is in the foreground, at the post-industrial stage of social development it is not a fundamental, dominant value. An increasingly high level of satisfaction with material goods in Western countries raises "post-material" values to a dominant level. This fact, in turn, led to an increase in interest in the fundamental cultural, philosophical, socio-pedagogical, socio-legal and sociological problems of substantiating the post-industrial paradigm of the educational process [11, p.27].

In our opinion, taking into account the stated positions and identified aspects of the problem under study, the integration of the educational system in the context of globalization as a direction should

have not only the optimization of the system of transfer of practical knowledge, but also a valuable measure of educational processes. In this case, the social significance of educational institutions in the global environment can grow significantly, taking into account the transformation of their sphere of production and values, the inclusion of the individual in the traditions of culture and their social role in the process of socialization of the individual, and, conversely, "the decline of universities to the level of enterprises." This position was clearly stated in the Great Charter of Universities of September 18, 1988: "universities are independent institutions, the heart of society, they are organized differently depending on the historical heritage and place, they collect, research, evaluate and disseminate culture through research and education. Academic research and education at universities should be morally independent of any political government and economic pressure in order to meet the needs of the world around universities."

**4. Conclusions.** The global processes taking place in the world today differ from all the events that have taken place in the history of mankind in their scale. The state, which has received a part of globalization even outside the regions, acquires a universal, universal character. Participation or non-participation in global processes is a reality that goes beyond the discretion of States. The Republic of Uzbekistan participates in solving global problems together with the international community, of course, taking advantage of the positive sides in these processes. The most important thing is that our Republic is together with the world community, humanity strives to solve global problems from the point of view of peace and development.

Thus, in the process of globalization, education should be focused not on the coexistence of the individual, but on the formation in this world of a free citizen, the owner and representative of their national traditions and values. In this regard, education should determine the level of human development and the level of society together with its social institutions and systems.

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