

THE ROLE OF SCIENCE AND EDUCATION IN PROVIDING THE PROGRESS

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ABSTRACT

The usage of science and education in providing the progress ensures an effective outcome, achieves quantitative and qualitative change. In this case the knowledge should be widely used as a social institute.

Keywords: Development, process, science, education, direction, society, space, enlightenment, educational model, educational resources, activity, integration, knowledge.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Development is a transition from a number and quality to a second one. There are various theories about how to deal with it and how to manage it. As a result of the development of science and education, the result is that the achievements of the field of science will be transformed into the practice, and there will be various changes in the social, economic, cultural and political spheres of the society. As a social institution, science can not only explain the past or present socio-political processes, but also provide a process of understanding. At the same time, it can also determine the type of possible changes in the future that the knowledge of the subject is also the prognostic function. Because of the past, present and future perspective, it involves fundamental (natural-historical) and technological (projective) aspects, but in addition to using methods of measurement, it requires the selection of a methodology for research. Education, in turn, ensures that a sequence of targeted actions is expressed in practice. This phenomenon is directly related to the fact that four forms of integration are in the "world" of knowledge and are aimed at determining the nature of their duties:

1. **fundamental integration**, which can determine the dynamics of evolution, development and decline of socio-political processes;
2. **technological integration** that determines the way of designing the processes of public policy;
3. **prognostic integration**, which can determine the mechanism of describing the state of the future socio-political processes;
4. **historical integration**, which can determine the historical phases of genesis, development and expiration of socio-political processes.

Moreover, in order to clarify this issue, that is, to systematically approach the process of managing the process of public-political processes, it is necessary to first define the essence of socio-political processes, and then the functional structure of socio-political processes. Only then will the theory of social-political processes be developed. For this purpose, it is not necessary to use techniques that are technically non-adaptive, such as the use of non-adaptive methods of research techniques, formal research techniques, citing quotations or cultural and intellectual influences, without the inclusion of national-spiritual attributes. Historically, the differences between the political time and the time of the political scene are involved in the moral aspect of the individual's (researcher's) mindset in thinking culture, outlook, phenomenon, and behavior, and in showing tenderness and kindness. Therefore, it is necessary

to formulate the theoretical basis of the research aimed at studying the socio-political processes, taking into account the functional-structural aspects of the knowledge complex, in which E.Haywood also dwelled on. For it the following should be provided:

- Empirical and historical (historical-empiric) - fundamental and historical knowledge;
- natural and prognostic (prognostic-natural) - fundamental-prognostic knowledge;
- Artificial and historical (artificial-historical) - technological-logical knowledge;
- fast and prototype (prognostic-historical) - ontologic accumulation of technological and prognostic knowledge. Indeed, the ontological link (in terms of its functionality) serves to identify three points that determine the dynamics of socio-political processes: - to define the nature of the initial, culminating and degrading point.

It should be noted that achievements in the field of technology and pragmatism naturally put high demands on scientific research, in our opinion this is a positive cultural property. The reason is the intellectual, threatening, and latent form of threats to disrupt the various spheres of society's life, creating a threatening society for the learners of society. The development of a threat society requires the use of science and education achievements in the national development strategy. (1) ↔ Technological knowledge (3) ↔ Prognostic knowledge (4) ↔ Corporate knowledge (5) + Research (analytical) activity = relation to socio-political processes "As a theoretical model in the study of socio-political processes.

As a result of the structural and functional character of the five-fold accumulation, it is evident that the study of socio-political processes gives them conclusions and recommendations. And they serve as a scientific resource to determine how to improve the management process or to implement the modernization of their levels, given the available resources in the community. As a result, functional diagnostics and prognosis of socio-political processes are carried out, and scientific conclusions are made to make optimal decisions.

It is well known that the problem of past (a century) was the study of the laws of nature, and the expropriation of the revealed laws, and nowadays is the timely identification of the various factors that are threatening national development, and the development of methods and means of their elimination. The past (a century) problem of education is to ensure the availability of education (forming one's thinking style, propagandizing behavior, etc.). The problem of today's education is to ensure the quality of education and integrate science and industry. Therefore, the science and education system in the future will require the protection of human interests. To do this, it is imperative to move from an institutional approach, to a functional approach, and to develop a methodology for private science. Because, in practice, the methodology teaches the way to approach the reality, the researcher (specialist) forms the order of how to deal with the problem. Responding differently, the socioeconomic processes that are taking place can provide "sight" for the protection of national interests. In fact, science and education have not come down from the sky, if we do not come up with spontaneity. They are a reflection of the natural and socio-political processes taking place in the society, and are shaped within the framework of the specific needs and demands of a specific political space and are transmitted from generation to generation in the form of inheritance and spiritual values. Therefore, the methodology has a dynamic content and is inclined to improve. The methodology should be developed by the philosophers of science, taking into account the demands, proposals and needs expressed in the protection and promotion of national interests. Only then will substance signals be reflected, and the methodology does not work just as a form of molding. Perhaps, the researcher (expert) examined in the public-political process reacts negatively to national interests in interpreting the cause and effect, and behaves in the form of appraisal.

As a conclusion and advice of theoretical discourse:

- First, an integrative approach to the issue of scientific learning of peace and stability. The results of the research on this topic should be evaluated on the basis of concrete indicators that define theoretical and practical significance of the research (to recommend for teaching, publication, or defense) that is relevant and relevant to the research;
- Secondly, in order to ensure that the priorities set out in the Action Strategy are emphasized in the society, the socio-cultural significance of such topics as "defense consciousness", "peacekeeping behavior", "securing stability", "antiterrorist culture" and "civilian values in the national development system" it is recommended to enrich the content of educational activities.

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