

## INTEGRATION OF EDUCATION, SCIENCE AND PRODUCTION: SOCIAL-PHILOSOPHICAL ASPECTS

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### ABSTRACT

The article presents the tasks of theoretical comprehension of integration and the analysis of the integration development in the system education-science – production at various stages and shows the changes in the process of transition from industrial to post-industrial development of society.

**Keywords:** Integration, education, science, production, society.

### INTRODUCTION

The problem of integrating education, science and production in modern literature is developed quite narrowly, the relationship between science and production, on the one hand, and education, on the other, is traditionally considered. This relationship is characterized as follows: education reflects only the changes occurring in science and production. At the same time, at every historical stage in the development of society, the connections and relations between science, education and production are manifested differently, which requires a more detailed analysis of the existing integration.

Material and methods. Integration (from Lat. Integration - restoration, replenishment, from inter – whole) - the concept of systems theory, interpreted both ontologically (state of connectedness, integrity of the individual parts and functions of the system), and procedurally (side of the process of system development, leading to integration into a whole previously heterogeneous parts and elements) [2, p. 76].

If we consider education and science as a single system, it becomes obvious that its development, like the development of any other system, is characterized by integration trends at various levels. This allows you to combine the philosophical-anthropological and socio-functional approaches to the essence of education and science. Integration in the system "education - science - production" should be understood as the process of interpenetration, mutual enrichment of education and science as a system in order to best meet the needs of employers and society as a whole.

Results and discussion. The prerequisites for the development of integration in education, science and industry are changes in the political, regulatory, economic, social and cultural spheres at different stages of development of society.

The integration of education and production begins to take shape even in the industrial period of the development of society, when there is an increase in the role of education to the level of the most important production prerequisite, which does not contradict the socio-philosophical concept of development, according to which the mode of production is reduced only to the production of material goods. In this case, science acts as a form of social consciousness and the sphere of activity of people [1, p. 8]. Gradually, science becomes a full-fledged participant in the relationship between education and production as a form of direct productive power.

During the period of industrial development of the society, quite a strong development of integration in the system of "education - science - production" is noted, namely, the development of a system for planning the graduation of specialists and training of scientific personnel in accordance with the requirements of production, a developed system of departmental universities, a network of educational, scientific and industrial complexes and etc.

At the transition stage (from the industrial development of society to post-industrial development or a knowledge-based society), the main achievements in the existing integration between education, science and production were lost (Table 1). The main reason is the fact that changes in the development of society occurred in conjunction with a change in the planned, administrative-command and market economies, which could not but have an impact on all areas of activity, including education and science [3, p. 53].

Despite the negative trends in the system "education - science – production" in the process of transition to the post-industrial development of society, one cannot but note the positive aspects in the development of integration at the present stage:

- a gradual tendency to change the mechanism of interaction "supplier - consumer" to "partnership relations" to achieve mutual goals between education, science and industry;
- development of modern directions and forms of integration in the system "education - science - production", such as public-private partnerships, corporate education, scientific and industrial structures  
(business incubators, technoparks, technopolises, etc.).

**Table 1. Changes in the system "education - science - production" on different stages of society**

The industrial period of the development of society (analysis from 1920 – 90s of the XX century)	The post-industrial period of development of society (90s of the XX century – present)
Centralized planning of the training of scientific personnel and the structure of graduation in accordance with the requirements of production	Lack of central planning, the problem of mismatch of demand from employers and supply from the education and science systems
The development of contractual relations in the system "education – science – production"	Weak development of contractual relations
An effective mechanism for industry-specific personnel co-optation (self-regulation of education)	Lack of mechanism for industry-specific personnel co-opt
The wide development of educational, scientific and industrial complexes, factories - technical colleges, departmental	Destruction of the system of educational and industrial complexes and factories that existed in the past. A small number of

universities that provide integration between education, science and industry. Correspondence of labor and scientific potential to the prospects of economic development	departmental universities that have survived from the past, which demonstrate high educational effectiveness
The system of patronage ties of vocational education with basic enterprises, the implementation of enterprises	Lack of system of patronage relations with base enterprises. Primary development of informal channels of interaction between companies and universities
State support for financing education and science	Reducing government spending on the development of education and science. The problem of budget underfunding of universities. Weak participation in enterprise financing
State order, order from basic enterprises for research	Weak development and lack of an order system for scientific research, both from the state and from the base enterprises

## CONCLUSIONS

Thus, at present, the problem of integration in the system “education – science – production” remains relevant, the priority task is to search and implement new directions of development.

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