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On the sociology of education, management and analysis of the principles of orientation of education in the aspect of socialization of the individual

Dr.

Rahil Najafov

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Azerbaijan, Baku, AZ1111,

Email: rnacafov@gmail.com, <https://orcid.org/my-orcid?orcid=0000-0003-2460-6333>

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Abstract

It can be said that the term education has a history as old as humanity itself, because education aims to transfer culture from generation to generation in society and prepare for it. According to some researchers and sociologists, the education system of a society continues uninterruptedly, and its impact cannot be compared with anything. Within many societies and organizations, basic and primary education has become the main object of research. The sociology of education is approached from a sociological perspective, the education system is taken as an important social system, in which case attention is paid to its relationship with society and its various elements. It makes no sense to give examples of the importance of education for the country. However, these examples can be the basis for observing what kind of product is created within the system of these elements. The product of the education system is human resources, in which case they work in professions such as workers, employers, teachers, engineers, pilots, managers, security guards, lawyers, presidents, and so on. If the education system is not suitable for the implementation of this activity, then how can it be possible to talk about it? In other words, in this case, investments are wasted. The efforts made on behalf of responsible administrators and organizations are also in vain. The effects of this are felt throughout the country. The functioning of the life-support system is put at risk.

In order to sustain their existence and ensure their future lifestyles, and establish their national security, many countries are planning the future development prospects of their education systems, striving for development on a regional scale, transforming them through innovation, structural restructuring, and reconstruction, and establishing their primary education systems in line with current requirements.

If this does not happen, if education is not considered the primary concern of high-ranking state officials, then the future of the country remains in question.

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Introduction

The difficulties in the issue of the purpose of education are greater than those in the issue of the content of education, and in our opinion, three attitudes can be formulated to this issue.

- According to the first position, education has no purpose, and the absence of such a purpose is, to put it primitively, satisfactory. Since education always implies development, moral and intellectual innovation, setting any goal would mean regulating this development.
- According to the second attitude, the purpose of education is its content and vice versa. This means that as the content and values of education change, its purposes also change in stages, and as education acquires higher-quality content, the purpose also expresses greater quality.
- The third attitude, in our opinion, is closer to the reality of education in the modern world and in our country. According to this attitude, the main role in the process of education is not content, but purpose. The transfer of knowledge, skills and habits, in general, scientific and ethical-aesthetic (national and secular) values to the new generation constitutes the content, not the purpose, of education and upbringing. So what is the purpose of education?

Educational history.

The purpose of education has had almost the same meaning in all historical periods. In ancient Europe, the purpose of education was to achieve purity through Socrates' principle of "know thyself". Earlier, in the East, whether it was a meditating person or the philosophy of the struggle between Ahriman and Hormuz, Zoroaster, who instilled in his students the philosophy of discovering the light of Good in himself and reaching his spiritual world, set himself the goal of discovering the light of Good in himself and reaching his spiritual world. In the Middle Ages, the purpose of education was the development of a person's personal religious and ethical qualities. In the new era, aesthetic and intellectual features were added to these qualities. In the modern era, the purpose of education arises from the essence of its third direction. According to TRIZ - pedagogy (TRIZ - theory of inventive problem solving), in addition to such directions as training and upbringing, education also has a third main direction: this is development. Development means the biological, psychological, social, intellectual, religious and ethical, worldview, and most importantly - creative development of the personality. According to TRIZ-pedagogy, a student can achieve success in the process of education and upbringing only if he has mastered the ability to develop. A developed student will find a path that ensures his individual success in the process of education and upbringing. In other words, although we observe specific specificity in the issue of the goal of education in all historical periods, we witness the choice of one general direction. This goal is the general development of man, that is, perfection. Perfection implies a more correct perception of the general picture of the world, as well as concern about the general development and fate of humanity, understanding the essence of natural and social phenomena that ensure or hinder this development. Perfection is the creative unity of man with the world.

Modern education, in addition to its purpose, also has the principle of directionality. In this century, the direction of humanistic pedagogy has been chosen in education. As we know, humanism declares man the most important value, and implies proceeding from humanity in all types of activity. "Generally speaking, humanization is understood as the formation of a "human-like" model of science and education, the subordination of scientific

cognition to humanistic ideals, and the coordination of research and value-based approaches"[3]. Humanization of education means the organization of education in such a way that, in accordance with the new socio-economic reality, the interests of the pupil and student, that is, the learner, are taken into account, rather than the interests of the state, educational institution or specific department.

One of the educational models in line with the humanistic orientation of education in modern times is the synergistic educational model. Before providing a comprehensive analysis of the essence of this model, let us pay attention to T. Allahyarova's brief but profound explanation: "The classical educational model is based on rigid formality that molds human individuality. The synergistic model of education considers the free and active creative position of the individual, having his own opinion, as the basis. All participants in education, forming an important structure, form conditions for joint creative understanding of the world, and provide a functional orientation to the educational environment to more fully embody the scientific picture that everyone acquires in live communication and dialogue" [3]. In other words, the synergistic educational model is a model based on cooperative pedagogy, reflecting humanistic values, and oriented towards teaching the world as a whole, not as a discrete whole.

If we look at history, we will see that during World War II, two major countries were completely destroyed, but today they are leading academic, industrial, economic and technological countries, these countries are Germany and Japan. Research shows that these countries owe their achievements to the transformation and reconstruction of the education system, and the effective functioning of the education system in the short term.

Currently, many countries deeply understand the importance of education for the development of their societies. They are implementing educational strategies that meet the demands of the day. The UN and its organizations such as UNESCO, UNICEF, ISESCO, and educational institutions have also begun to play a serious role in increasing the role of education in society, and in drawing attention of local and international organizations to the education system of countries.

Subject of the study

The education system in each country resembles a military complex. It is faced with various tasks. This system is divided into several components. The education system differs in countries due to its unique characteristics. In modern times, we observe that each country has a special education system. Because the policies, plans and topics of the education structure in each country are different. Along with the social and cultural development achieved in the twenty-first century, the process of synchronizing the education system of each country with this development is also underway. On the other hand, coordination is also being established between various programs and services in the fields of labor, resources, agriculture and other areas.

As Toffler wrote, we see a bright prospect for all education systems of the future. If the future is not reconciled with the reality of society, then regression is inevitable (Union of International Associations. 1960–2018). The education system, well aware of the process of modernization and change that is changing the world, is aging. In any case, human nature is the main factor determining future requirements. The role of education in the education system is the development of each society and its essential infrastructure, that is, education, must have the tools to effectively carry out this development. In the modern era, both of these processes, that is, in terms of structure and technology, human resources, rules and regulations, material resources and equipment, management methods must be effective (McFaul Michael. 2018).

To understand the effectiveness, success, or failure of an education system, it is essential to understand the newborn baby through scientific methods.

In many cases, it has been found that education systems and modern education systems do not meet the requirements of the labor market, innovative strategies, are ineffective and do not establish the necessary connections to achieve goals. On the other hand, we can say that under the current conditions, the education system does not meet the current requirements. The future is approaching rapidly, no one has the intention to stop and wait and delay, change cannot be stopped, it is only possible to bypass it. Education is also doomed to change (Meyer John W. 2010). The organization with the function of monitoring global education - ISESCO [2005]. shows that the development of those who do not meet the requirements of the future will also be delayed. The

most important points that should be taken into account in society today are based on three calculation systems [distance, openness and clarity]. We can see that this refers to the education system or schools. In the modern world, schools are not considered a place where students can take a bowl of knowledge from the sea of science, but students of the 21st century learn modern strategies from here [6, p.203]. They must also be creative in order to solve the problems they face. In other words, tomorrow's students and pupils should approach scientific literature intellectually rather than commenting in a conventional manner, and should prefer creativity over being bombarded with information [7, p.2]

We believe that education is not a revolution that brings about rapid change, but a process that is aligned with the changing world and created in a logical manner, that accelerates the ongoing processes of change and maintains balance [7, p.8].

One of the main components of global unity, a successful education system requires efficiency in different sectors such as learning and teaching (World Bank. 2020. "World Development Indicators." Washington, DC: World Bank). Training and preparation of human resources is not always successful. Although teachers are the best source of information, the transmission of human resources is a difficult process, and a sudden inattention to education and expertise can cost the country huge losses. This loss will increase many times in the future. Therefore, the importance of this chain for society is very great [8. p.57].

Sources of the study: Classic March Schurn: [1928]. Children of all ages were given the opportunity to cheat and steal, while their faces were hidden. As a result, very few children stole or misbehaved. Many of them did not commit any misbehavior at all. They only stole and lied on rare occasions. This shows that they are taught to follow certain ethical norms of behavior, but also have certain complexes (Moffitt Benjamin. 2016). On the other hand, children may have very weak ethical thinking and reasoning, or they may talk about their moral decisions at different ages, but their actions and behaviors are different [Blasi, 1983, quoted from Kadivar, 1378, p. 63].

The tests conducted under the name "Cruz Decruz" include situations related to children between the ages of 4 and 6 (Kurlantzick Joshua. 2013). At this time, the aim was to develop social values in children. When studying the results of the test, the results of the children in the experimental group [these situations were conducted in relation to them]. The results of the children in the regular group -- situations such as belonging, ownership, connection, expressing love, fear, personal control, convincing others, etc. -- were compared [Muhammad Khalifa, 1378, p. 260].

John Dewey says about moral education: "The whole subject of moral education depends on the study of the subject. The formation of good moral habits and reasons requires an understanding of habits and desires. The weight of scientific knowledge in comparison with these relationships will determine the level of knowledge and usefulness. The most important question facing moral education is the relationship between science and morality. In cases where it does not include moral education, the teaching of school subjects cannot influence a person. Without following specific ethical and disciplinary procedures, it is impossible to acquire knowledge. Science, such as moral values, requires an abstract approach to their theoretical aspects." [Kurlantzick Joshua. 2013].

Dr. Karl writes: "A person who, from the beginning of his life, has learned to distinguish between good and evil, and who is able to choose between good and evil, will find it easy to avoid bad situations, the violation of human rights, lies and betrayal. Such situations are not only forbidden to him, but impossible." [Journal of Education, p. 196].

Unlike Plato, Aristotle believed that knowledge is not enough for academic maturity. In addition, the human soul must be nurtured in accordance with values. Here we are talking about the values that a person himself acquires. When a person himself educates his soul on values, then habits such as repeating unpleasant situations will soon pass away [Klees Steven J. 2012].

Khaja Nasiruddin Tusi wrote about this: "Aristotle said that some people are unfit for ethics, discipline and education. They did not approve of the death of Ali's customs. So they used education and discipline for political purposes, followed their tribal customs, which very soon began to manifest itself in their values. The tribes began to

move it towards each other, thus sometimes rapid, sometimes stable development was observed.” [Hanushek Eric, Woessmann Ludger. 2014].

Psychoanalyst Freud noted in his works that a child acquires moral values by the age of 5-6, and after that, school education cannot teach him anything. Adults of certain ages can tell whether their children are moral or not (Freud S, 1905).

However, new research in psychoanalysis since Freud has shown that other permanent characteristics of children's early years are actually much weaker. For this reason, it is proposed that the educational method be based on the principles that will serve to reduce the child's tendency to sin and to form the child's conscience [Freud S, 1905].

Morality in school is taught through education: Proponents of this school believe that morality is a relative concept, that is, there are no absolute moral values. On the other hand, moral values that are based on punishment and reward [like other behaviors]. cannot create any value. The morals and customs of society should be based on a set of mechanisms that the child can gradually learn. [pp. 223, 224 and 229].

Henry Morgan considered life to be a product of education. For this reason, it is necessary to have an institution that implements the process of constant modern change in the mentioned system. He showed three main periods in his evolutionary scheme: Savagery, barbarism and civilization. Human life began from the lowest levels of savagery. Then it passed the stage of barbarism, and then it reached the stage of civilization due to the gradual accumulation of science and experience. He then notes that educational institutions emerged, humanity evolved and moved away from barbarism [4, p.16]. At this time, he studies and analyzes the situation in all times and places. The country's education system helps to analyze the situation it requires. The information obtained as a result of the ability to generalize the results of all fields of science and education systems of other countries is not correct. At this time, he reveals its weaknesses and strengths by comparing it with other models existing in the world, and also shows personal and effective models of improvement and management processes in education. The ideal mission of school is to strengthen moral thinking and reasoning skills and to develop the thought process (Zhou Min, Bankston III Carl L. 1994).

Scientific significance of the study

When viewed from the context of what has been said about the country's education system, scientific methods and systematic identification are necessary to make changes.

In recent years, great importance has been attached to the effectiveness of policies, plans and programs related to modernization, and this effectiveness is closely related to administrative procedures. The results of research and data analysis, the search for strengths and weaknesses, the education system and management practice have been examined and described. The steps taken in connection with the modern education system and modernization in some Islamic states, various analyses have been conducted and the results have been revealed. It has been recommended that the management methodology in the field of higher education be based on the results obtained in the research (Greve Henrich R., Rao Hayagreeva. 2012).

Accordingly, we can briefly list some important benefits of the study as follows:

Purpose of the study

The theory of a similar relationship between the productivity of each country's education system and other systems is still widely applied in practice. Unfortunately, many managers pay little attention to this. The result is a backward society. This research, being a scientific work, can fill the gap in this field. The purpose of the research in the dissertation is to briefly show the strengths and weaknesses of the education system, [here the educational process is intended without the need for numerous mixed theories, various bases for decision-making]. To put forward scientifically constructive proposals for the development of education management, to convey facts to decision-making bodies and individuals, and to show ways to save financial resources within the framework of reforms.

Education is one of the most important conditions for the effective organization of the work of society and its organizations at various levels, where a large number of employees [almost 1 million civil servants] and 13 million students are covered (Zhou Min, Bankston III Carl L. 1994). Local and international society, science and technology, industry, and other issues related to globalization are in need of time and time. We are all now residents of a global village. Therefore, in order for the education system to achieve its mission, it needs to be identified. Efforts should be made to acquire scientific knowledge (Hadler Markus, Symons Jonathan. 2018).

For this reason, our research will address the following topics using scientific methods:

Objectives of the study:

1. To examine the process of modernization and change in the education system by taking a close look at the programs implemented and in practice in the field of management over the last 5 years.
2. Building an effective model based on research achievements in this field.
3. Identification and analysis of Islamic education topics.

Scientific novelty of the study:

Considering the importance of the topic, in terms of the necessity of the research topics, the most important questions should be answered in terms of the results of this study:

1. Based on the research results, what does the Islamic education system look like?
2. What are the dominant patterns in the selected countries [length/degrees/formal and non-formal/discrimination in higher education and training]?

Sociology of education

As we all know, when we say sociology of education, we define education as a social system, we mean its methods of studying as a modern science in society, its methodology, development directions, etc. [6. 120]. As a field of science, this direction, which stands at the junction of both pedagogy and sociology, is involved in very complex social development processes. The sociology of education, which is a fairly new development trend, began to be investigated and studied starting from the first decade of the twentieth century, and over time it began to become one of the most relevant areas (Guillén Mauro F. 2018). As a result of the research conducted, it is possible to clarify the problematic issues studied by the sociology of education with the following provisions (Fabrega H. Ulrich R. Piconis P. Merrich J [1991]).

1. Education is a social system.
2. Education is not left out of the evolving modern technology.
3. Education is everyone's right. The state controls education.
4. Educational institutions are interconnected [6. 118].

When we talk about the sociology of education, we generally mean all students and teaching staff, pupils, educators working in schools, management staff, as well as the University staff and almost everyone who is related to education in one way or another. There are many studies and researches on the sociology of education, which covers a very large social class, is always in the theoretical attention of the public and is one of the most important areas, both in the West and in the East (Zhou Min, Bankston III Carl L. 1994). The main topics of my research in this field are the mutual relations between teachers, students and pupils and their nature, the methodology of teaching children to the right nature, the needs that arise from their upbringing, the development of educational relations, including factors affecting human education, pedagogical styles, methods of educators, etc. [6. 119].

It should not be forgotten that education is a part of the social environment, and therefore education should be considered as a fundamental organization of society. Every individual in society is not outside this social organization. A person is brought up in one form or another in the family where he is born, grows up, and then enters the society to which he belongs. Education and nature are two meanings intertwined in a person's life and

shape his worldview, preparing him as a higher being. This multi-level social system should be under regular control in a person until he reaches adulthood. As a person grows up and matures and gains self-control, he limits the interference of others in his upbringing, but the need for education at all ages forces him to meet his needs in this area. The social environment surrounding a person from the outside, children and youth, influences and molds his life goals, principles and other rules, positions, status, habits, all aspects of thinking and behavior. The scientific field that studies the interactions, relationships, and effects between society and educational upbringing, which is briefly mentioned here, is called the sociology of education. From a sociological perspective, education is a process by which an individual develops his or her abilities, position, and other positive behavioral states in the society to which he or she belongs. A person does not live in isolation from society, therefore he or she is a social being (Crosnoe Robert, Mueller Chandra. 2014).

One of the first scholars to study education from a sociological perspective was the Western sociologist Emile Durkheim. The scholar believed that social societies generally manifest themselves outside of people and that humans have no way of interfering with this society and uprooting it. There are simply social truths, and these social truths force us to accept them in any way, to submit to some kind of dictate [5.88]. Durkheim has an important idea that is directed towards the form and type of modern societies in the development of a person and the formation of his worldview (Bromley Patricia, Schofer Evan, Longhofer Wesley. 2020). Therefore, ancient societies had a very oppressive control over their individuals, but in modern societies this has gradually decreased. New social organizations demand very little from people. The misfortunes and social restrictions that befall a person belong only to him. He has to solve them himself in order not to “burden” society with his problems. However, at the same time, there is a common value system specific to each society, and social individuals are forced to adhere to these values, willingly or unwillingly (Chabbott Colette. 1998). In Durkheim's view, education also belongs to such a value system and is an organized institution within that society. Although Durkheim's ideas intersected with it to some extent, Tarde and Zoya Göyalp also continued [5.50].

One of the modern sociologists, Max Weber, was also engaged in the sociology of education (Cameron David L., Cook Bryan G. 2013). The scientist gave a different assessment to education and said that it can only be a means to human development. The mission of education is to perfectly educate a person in a social environment, to form his worldview and to achieve his intended goal and purpose. LF Ward, AVSmol, G. Ratzenhofer and others also had important ideas regarding the sociology of education, theoretical education and practical education (Desch Michael C. 2008).

American scholars Parsons and Merton (Farrell Joseph P. 2007), who attach great importance to teacher-student relationships in schools and also evaluate the relationships between children as primary individual social relationships, show that schools are one of the environments where individuals first become socialized. Schools are of great importance in the growth and education of a person [2. 40]. The socialization of an individual is a process that occurs in communication with the social environment and existing culture, which makes the individual a participant in the social system and enables his adaptation to the society in which he lives (McFaul Michael. 2018). The process of socialization involves the transmission of the norms, values, and beliefs of society to individuals, various tasks are assigned to them within social institutions, and necessary habits and stereotypes are instilled. As a result of socialization, a person learns that he is a part of his family, relatives, neighborhood and friendship institutions, values, or village, and finally his nation (McFaul Michael. 2018). The complex and diverse “micro-conditions” of the closest social environment reflect the assimilation of social experience by the individual in various ways, influencing the content and level of his socialization. They instill in young children primary social relations, make them aware of the material, cultural and spiritual issues existing in society. Children gradually become carriers of the culture of the society of which they are members. Merton was famous for his functional view in sociology. Therefore, the culture of society sometimes subjects people to its pressure and instills in them negative aspects along with positive elements (Chen Chuangsheng, Stevenson Harold W. 1995).

American sociologists, when expressing their attitude to the sociology of education, saw it not as a scientific field, but as a technical method. In particular, those who defended this view were M. Smith, Kulp and L. Zeleni. G. Payne argued that education socializes a person not only in schools, but throughout his life, and this is a multi-stage methodology. It gives a person behaviors, and in this sense, it is the totality of those behaviors. In general, the

sociology of education studies all functional relationships between education and other institutions and organizations. However, socialization is not a once-formed situation and relationship, but a constantly changing, moving situation and relationship [3.56]. Each individual, like people who lived in previous periods, enters the social environment throughout his life and adapts to it. Three important factors are observed in the socialization process:

- 1) The individual absorbs existing social norms, values, and culture;
- 2) The individual forms his/her own views, value system, and social habits;
- 3) Based on the values adopted and the views and attitudes formed, the individual enters into social life;

Observations show that children master social norms at different levels. A high level is expressed in the fact that the social norm corresponds to the evaluative standards corresponding to it [1.50]. In this case, the social norm becomes a real factor in the management of activity. A low level of assimilation of social norms is expressed in the fact that the child knows the norm in the verbal plan, but such a norm is not provided with evaluative standards, including the corresponding emotions. Both types of images perform the function of ethical standards. As a result, there is a functional dependence and connection between the management of children's activities and social feelings. The process of activity and communication carried out under the influence of social emotions determines the formation of various types of psycho-emotional relationships between children. The latter factor has a fundamental impact on the overall development of the child's personality, including the formation of his emotional sphere (Bromley Patricia, Powell Walter W. 2012).

Thus, the issue of discussing the effects and consequences of globalization on education and how new approaches and concepts, paradigms and rules emerging in education, new social and global facts affect educational organizations and educational stakeholders (students, teachers and other social components) is very relevant. At the same time, it is necessary to use technical opportunities that further strengthen social development, including the increasing types of electronic communication and visual-teaching methods [4.87].

Certain work has also been done in this area in the international arena (UN, UNESCO, UNICEF, ISESCO). For example, some international organizations show serious interest in education and establish special grants to study its development strategies (Cameron David L., Cook Bryan G. 2013). In the International Sociological Association, which widely promotes sociological research, a research committee called "Sociology of Education" was established for this purpose in 1970. Education is now considered one of the leading areas of public life in all developing and developed countries (Farrell Joseph P. 2007). The objects of research on education are also expanding day by day. Education, which is included in all areas of public life, is intertwined with man and plays a major role in his development. "The accessibility of various levels of education to the population, the lifestyle of young people receiving education, their mutual relations with the pedagogical staff, the situation in the system of public relations, interests and expectations, etc. have become a comprehensive object of research" [Bush Sarah. 2015]. Studying the sociology of education also provides us with opportunities to determine a number of important tasks facing the state and the people in this area. The important tasks that education takes on in society should be evaluated both in a dialectical and functional sense (Bonal Xavier. 2002). Because education educates the residents of the society it educates, especially children and young people, in the direction of the material and moral values of this social environment, and also allows them to change its characteristic features (Crosnoe Robert, Mueller Chandra. 2014). However, attempts at these changes must always be kept under control. In this regard, the Ministry of Education, as well as all institutions related to education, have heavy responsibilities. The education given to children also introduces them to the world. A child or young person who knows the world intends to apply the knowledge he has learned in an experimental aspect. This, of course, should be accepted positively, but in some cases these intentions are directed towards negative directions. For this reason, the correct organization of upbringing in advance and the level of family relations are important. Sometimes, the problem of the education received generally remaining in theory and not being applied by the individual, or not wanting to apply it, is also one of the issues facing education (Crosnoe Robert, Mueller Chandra. 2014).

Management of the education system

In our globalized world, the form and structure of education are increasingly changing, shaping and improving. Education is no longer understood as a form of education, but as a structure-system that includes a large system and institutions. The meaning of education has taken on an even broader meaning and is not completed with a classroom, textbook, teacher, student, student groups, or school, university, etc., but is always in the spotlight as a broad and rich concept, regardless of where and how the training begins, and at what age. For this reason, in one form or another, we are all part of education and are part of this large system (Crosnoe Robert, Mueller Chandra. 2014).

Historically, different educators from the East and the West have given different definitions of education. The most important of them is as follows. "Education is one of the main tasks and indicators of human abilities and skills. Education is the primary factor that determines the socio-political and economic development of a person, family, society, and ultimately the state, and is also the social base that stands behind this development" [1. 23; 6].

Education also ensures the regular and continuous improvement of the condition of people working in the management system in terms of behavior, skills and knowledge. It can be concluded that the purpose of education varies for each social institution and the most common goal is to increase production capacity and create favorable conditions for reaching a higher level (Debeauvais Michel, Livesey Malcolm. 1986).

If we look at the historical development strategy of the education management system, we will see that before Taylor's scientific development movement and the emergence of large organizations, including monopolies, in the 19th century, the subject of education did not provide shareholders in the organizations and companies of entrepreneurs, and there was no need for it. However, in the last century, with the emergence of bureaucracy and the increase in the degree of difficulty associated with the development of the arts, and the day-to-day development of science and technology, it began to shine as an undeniable and fundamental method of education management [3; 4].

Currently, the preparation, regulation and implementation of employee training programs is considered one of the main tasks of educational organizations. For example, in some Islamic countries, specialized education was mainly carried out through the master-apprentice method, and whoever was interested in learning a profession would become an apprentice under the master and master that profession (Rubie-Davies Christine M., Weinstein Rhona S., Huang Francis L., Gregory Anne, Cowan Philip A., Cowan Carolyn P. 2014). However, gradually, with the emergence of official organizations in the field of management and serving the country, employee training became a necessity. Initially, courses were organized to improve the education of employees of the customs and finance ministries [8. 56; 5]. Over time, the Islamic states railway service also started training programs, and these programs took their place among the various educational plans of the state and improved day by day. Various ministries began to implement different levels of education, taking into account their needs. In order to adjust the training period of employees in the civil service, the state law on hiring employees for wages set the duty of ministries and state institutions to comply with the above laws, implement and continue training programs from the 20th century [10. 34]. It was the first time that an educational institution in Islamic states was considered a serious business and continuous activity in state organizations. Until then, when there was a need to train a certain specialist or group in ministries and state institutions, education was planned only for a certain period. Naturally, when such a need arose, the ministry or related institutions would begin to implement special educational programs based on a special law or instructions sent by higher organizations (Rubie-Davies Christine M., Weinstein Rhona S., Huang Francis L., Gregory Anne, Cowan Philip A., Cowan Carolyn P. 2014).

Research scientist Abtahi noted in his book "Education and Human Resources Improvement" that human information is updated every five years and increases by one or two times, and this increase changes everything. But is it possible to explain the human resources of an organization with these changes? It is known that inattention to employee education can also jeopardize the fate of the organization. For this reason, in developed countries, human resources are currently usually updated once a year and sent to training courses [9. 33].

Numerous studies have shown that employee training in the education system contributes to the longevity of an organization. A study conducted in Singapore over a three-year period found that 17 percent of commercial and

industrial companies in that country went bankrupt. However, this rate was less than 1 percent in companies that implemented employee training programs [6. 89; 4].

The life of an organization depends to a large extent on the diverse knowledge, skills and literacy of its employees. Educated individuals can be highly useful in the work of the organization. At the same time, educated individuals are able to protect themselves from the pressures of a changing environment and adapt to them. In addition, the development and longevity of the organization, its ability to adapt to changes in the environment, depends on the level of development of its employees (Patricia Neville, (2023).

It became clear from the research of Harvard University professor William James that educators devoted 20-30 percent of their skills to work. The education management system also requires a special ability and high experience in the educational process. Management is a special ability that requires skill, foresight and a special worldview. In this regard, the effective functioning of management plays an important role [3]. The manager must know how to motivate people to work, be able to lead them, understand the interaction of people and their behavior in groups and be able to direct them in an effective direction. In this regard, a significant task falls on educational managers. In his research on the essence of the main characteristics of those who manage the educational process, including those who manage the institutions where the foundation of education is laid - secondary schools, Robert Katz came to the conclusion that the manager must necessarily have technical, humanistic or humanitarian abilities and wisdom (Debeauvais Michel, Livesey Malcolm. 1986). These listed things should, of course, be more clearly demonstrated by school principals. The education quality management system is a unity of three concepts: quality, efficiency of activity and monitoring. Quality is a characteristic of activity, efficiency assessment is a method of determining quality, and monitoring is a mechanism for implementing this method [5; 8].

Undoubtedly, with the constant change and renewal of technologies in modern societies, the form of existing occupations in organizations has changed, and the people required for these occupations are not satisfied with gaining knowledge and experience in one professional field. Because the new society feels the need for comprehensively developed people. They should be able to use a variety of skills in multiple occupations with appropriate perspectives. Such people should approach work creatively and proactively in order to better fulfill their duties, and help the organization achieve its true goals by using their knowledge and skills [10. 45].

The reality is that human capital is the most important thing in the world today. According to economists, the economic and social development of a country is determined by its human capital, not by capital or other resources. It is precisely human resources that bring together capital, create social, economic, and political organizations that benefit from natural resources, and advance national progress. A country that effectively benefits from the knowledge and skills of its people in the national economy is not capable of expanding anything else. In addition, if we pay attention to the constant and continuous changes in various areas of social life, we will see that what is most important in the world today is human power. According to economists, the social and economic development of many countries is determined by their human capital, and neither capital nor other material resources are of much importance. It is precisely human resources that bring together capital, create social, economic, and political organizations that benefit from natural resources, and advance national progress [2]. A country that develops the knowledge and skills of its people and effectively utilizes them in the national economy is not capable of expanding anything else. In addition, if we pay attention to the continuous and uninterrupted changes in various areas of social life, we will see that scientific and technological progress has made it necessary to improve and increase the development of technologies and its profound impact on the development of various production and service activities of enterprises and organizations, the need for education, and the improvement and increase of the strength of the person working in any organization (Dupuy Kendra, Ron James, Prakash Aseem. 2016).

Conclusion

Modern world countries, including all developed countries, declare education a strategic priority and recognize that the future development of their countries depends on the level of the education system. After the Republic of Azerbaijan gained independence, the need to carry out reforms in the education system emerged. In addition to

providing informative information about the ongoing education reforms in many countries of the world, the objective causes of problems in the field of education are explained and the necessary steps taken to overcome the current education crisis are also discussed. All subjects for different grades of the school system in Azerbaijan, the maximum and minimum amount of time allocated to them, and the allowable amount of hours allocated to elective subjects for each grade are indicated. It takes into account changes that can be made to take into account local and school conditions, and any other changes that primary, secondary schools, lyceums and gymnasiums consider necessary. The number of hours allocated to language teaching in grades 1-4 is 50% of the total number of hours [7]. After examining the content and determining the types of knowledge and skills taught, it was determined that the main attention is paid to the functional and communicative, rather than the formal-legal, side of languages. This is a clear example of parents' inattention to real-life issues. Since there is no planned connection between primary and later grades, subjects such as History and Social Communication are not taught. All training activities carried out at the primary education level are closely related to the content of individual subjects, rather than forming a basis for subsequent training programs. At the primary education level, scientific knowledge is not even mentioned, and science fiction works are not taught to help children form a scientific way of thinking.

The situation is further aggravated by the talk of taking exams at a higher level than those who receive additional hours in elective classes. The injustice of taking exams at different levels of education but at the same level is not taken into account by those who plan education. In addition to electives, students should study the subjects assigned to them by grade, and achieve the same result even if they are allocated different hours of study. The purpose of providing electives and the rules for their use are not yet fully clear, since there are no relevant guidelines for teachers and school principals regarding the implementation of electives [2.77].

Azerbaijan also has a Basic Curriculum at the secondary level. According to it, 15 and 16 subjects are taught in grades 10 and 11, respectively, with 24 hours allocated for core subjects and 10 hours for elective subjects. As before, all students in these grades study all the subjects assigned to a particular grade and choose the subjects of their choice. There has been some controversy over the relationship between the subject groups offered in grade 11 and the subject groups used in university entrance exams. Elective subjects are currently used to mitigate this problem, but until the principles of elective classes and their organization in OECD and other developed countries are fully understood, confusion and difficulties will persist. There is a need to review the rules for the application of subject groups and electives so that they serve the formation of knowledge and skills necessary for students not only to enter university, but also to function successfully and effectively in society. Current curricula provide objectives for each subject and each grade (however, they are not always applied or are of a limited nature), a list of topics, texts and examination schedules, and some methodological recommendations (Fejgin Naomi. 1995). However, the curriculum and other documents available for each subject and grade are prepared by different groups, and therefore there is no connection between one grade and the next grade or subjects. This connection, the problem of succession, is found in most of the documents examined. As a result, the curriculum as a whole lacks consistency and does not provide conditions for the systematic formation of knowledge and skills through a gradual transition from easy to difficult and the integration of overlapping topics. In addition, when imparting knowledge and skills through these subjects, more facts are used, strict rules are applied, and the information does not have a content that develops children's thinking and reasoning abilities. The national curriculum system can create excellent conditions for streamlining and strengthening subjects, topics, learning outcomes, exams, etc. The national curriculum system is not a centralized system (as it is often understood), it is a way to coordinate the activities of individual parts of the national curriculum (including the curriculum) in order to complete and improve learning outcomes. Such a system allows International Non-Governmental Organizations (IGOs) and other stakeholders operating in the field of education to demonstrate what they can do to implement future plans in the field of national education. In addition, the system creates conditions for the Ministry of Education to monitor and regulate the work done in the field of general education curriculum in the Republic [11].

Currently, the content of education and training and the requirements for it are expressed in modern curricula. Therefore, the management of the content of education and training also requires curriculum evaluation. Curriculum evaluation begins with a study of needs and an analysis of the current situation. This process is

necessary for the definition of needs-based goals. Success in the evaluation process depends on a properly conducted analysis of the situation and context (Fejgin Naomi. 1995).

The existence of such a situation is understandable, since the inherited educational model served to implement the curriculum developed in Moscow, and therefore the educational model now faces new issues such as the formulation of curriculum policy, project model, implementation mechanism, and the concept of ongoing assessment and monitoring. Such important changes require the creation of a system, changing and improving the structure of institutions and institutions.

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