

SCIENTIFIC ASPECTS OF THE CONCEPT OF "ACADEMIC FREEDOM" IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS

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Annotation: In this article, the opinions of experts dealing with the problems of academic freedom, the ideas of academic freedom (independence) from a scientific, philosophical and pedagogical point of view is analyzed. The fact that higher military universities have made it the main principle of their activity to protect their academic freedom, to create conditions for professors and teachers to conduct independent research, and the socio-psychological factors of academic freedom will be revealed.

Key words: development of society, science, technological research, higher education, spiritual need, academic freedom, democratic education, sociopsychological goals.

Introduction

It has become a tradition in scientific literature to identify the subject of research, through it to reveal the genesis of the problem, its place in modern views, and its impact on people's minds and worldviews. The subject is not just an external object or a part of it, it is a thing, an event, a phenomenon or a society that expresses what the problem is, what processes or external object it is related to, what the researcher should focus on. Therefore, research is necessary to identify this subject, to pay attention to its qualities, and to hypothetically imagine how it will appear in the future.

"In order to know," wrote R. Descartes, "we need to define what we can clearly and clearly see or reliably reach." Knowing cannot be different." Therefore, academic freedom is primarily related to knowledge, especially scientific knowledge. That is its scientific value and value.

According to experts dealing with the problems of academic freedom, the idea of academic freedom (independence) was put forward by the German philosopher, the founder of linguistics K.W. Humboldt (1767–1835). He was influenced by the philosophical and linguistic views of I. Kant, I. G. Fichte, K. K. Jacob. Humboldt founded a university in Berlin in 1809. His ideas of connecting educational processes at the university with science, making socio-pedagogical research broad and "open", were later continued by German scientists as certain pedagogical views.

Until the 18th century, education was influenced by the church and religious dogmatics. Humboldt strives to free higher education from this influence, thus ensuring the independence of the university. In this place, it is also noticeable that he followed the calls of the Enlightenment period, the ideas of equality, freedom and fraternity of the French Revolution. In particular, the role of human will, knowledge and enlightenment of the Enlightenment period, free from dogmatic views and institutions, education that is in accordance with the interests and aspirations of the educated persons instead of the standards in education and upbringing, and which arouses interest in science in them. Humboldt's conceptual ideas that views on the creation of the system played an important role are expressed in his scientific and pedagogical experience. According to Humboldt's teaching, university education is secular, it differs from religious education.

Making university education independent, especially in religion, is the basis of the idea of academic freedom. This definition is repeated and acknowledged in one form or another in all works on the problem. At the same time, it is necessary to study its scientific conceptual foundations, socio-psychological and anthropo-pedagogical factors that encourage people to think freely. Academic freedom (independence) did not find its place either in practice or in theory due to the fact that these factors were not the objects of scientific research, and the necessary scientific views about them were not formed.

In developed European countries, in advanced universities where modern online education systems are widely implemented, academic freedom is considered as an effective means of training personnel, especially researchers, researchers, and scientists. Higher military universities have made it the main principle of their activity to protect their academic freedom and create conditions for professors and teachers to conduct independent research.

Main part

Socio psychological factors of academic freedom include:

- understanding the connection of society's development with science and technological research as an epistemological need;
- the orientation of the practical activities of the state to the support of higher education is accepted as an objective necessity;
- turning interest in higher education into a spiritual need of young people;
- coordinating academic freedom with the general education support strategy;
- directing academic freedom to the concept of democratic education and the formation of a free personality;
- Coordination of socio-psychological goals, interests and motives based on academic freedom and personal freedom.

The fact that the development of society is connected with scientific and technological research as an epistemological need arises from the strategic goal of the society. Explore ways of social development or looks for models, creates mechanisms to coordinate its internal resources and needs with these models. Alignment of internal resources and needs with the selected models is a priority comes as a socio-psychological problem. For example, New Uzbekistan is opening branches of universities in advanced countries in order to adopt and introduce the higher education system of advanced countries. These branches differ sharply from the subject (teacher, teacher) and object (student, student) system formed in the national higher education system. In them, education allows the student to think freely and conduct independent scientific research aimed at teaching. During the lesson, the student can drink coffee, tea, cola, leave the lesson if he needs something, and if he is not interested, he can attend other lessons.

The existing national higher education cannot accept this order, as a result of which antipathy appears between the teacher and the student. Graduated from the University of World Economy and Diplomacy, ranked among the top 500 universities in the world, J. Saydaliyev, a master's student of the University of Pusan (South Korea), said that "students are given full freedom in these educational institutions. That is, it is completely freed from any kind of event, gatherings and control. There is no excess pressure or loading. International students from different countries take part in classes in a comfortable position without any symbolic overtones. I'll tell you frankly, in Uzbekistan, a student who skips class and is not wearing a necktie, hears something, writes an explanatory letter, and is not allowed to attend class because he does not have a uniform.

Students choose the subjects they need and are interested in and enroll in the list of these subjects. No responsible persons interfere in this process and no one is treated like "you have to study this subject or you will". Education is organized according to the principle of absolute freedom. "Students can study up to 1, if they want, up to 5 subjects."

The epistemological need of the student is the main rule of organizing the courses in advanced universities. What kind of subjects the student is interested in, which subject basics will be most needed in his future life, he should find answers to such questions himself. But there is an important flaw in this rule. It is known that the epistemological need is formed on a certain basis, according to life experience. A student does not have enough of such a basis, life experience, he may follow his impulsive, even unlife-like imaginations. The idea of "full freedom" in education is a continuation of Western individualism.

From the age of 16, he becomes a citizen who is personally responsible for his actions, but this does not yet determine how a student can acquire the profession necessary for his future when he does what he does, what he learns and what fundamental procedures and life experience he relies on. In order to find answers to these questions, he needs the advice of his parents and relatives. It should not be forgotten that "full freedom" can be the antipode of epistemological interests.

Academic freedom is not "full freedom" or "absolute freedom" as I. Kant and Hegel meant, it is freedom in the field of learning. Eastern pedagogy and educational theory teach people to always educate, sees him as an object in need of instruction, he can be educated until the last moments of his life. His epistemological interest or need may change, undergo transformation, and continue to be formed throughout his life. It is necessary for social educational institutions in society, the educational system to connect the epistemological needs and interests of the object, first of all with its spiritual maturity, and then to have mechanisms for harmonizing it with the problems of society's development.

It is impossible to forget that these epistemological needs and interests of cadets may arise under the influence of sometimes chaotic and unconscious, and sometimes irrational, psychological factors. The factor of understanding the state's support of higher education as an objective necessity is important for academic freedom. Academic freedom gives universities and research centers freedom in creative research, supports their creativity, and frees them from external, official pressures. This factor makes creative research enjoyable, effective and unique, and allows a person to exercise democratic rights.

Conclusion

Academic freedom is democracy in education, creativity and science. However, this freedom cannot be taken for granted. It can be formed under the patronage of the state, under the influence of its support, and take a place in the education system. "Higher educational institution's desire to become autonomous due to the fact that they themselves need less state funding, more private work and technological development, is being balanced by increasing control from the state.

A regular control procedure is being established over the activities of the Higher Military Educational Institution. In the USA, for example, the work of various accreditation agencies (professional or regional) is encouraged. In France, a special national committee for the evaluation of higher education has been created. Universities in the USA and Europe have been ensuring and protecting their academic freedom through creative cooperation with the state, fulfilling its orders, or training necessary personnel for the state. The young country of Uzbekistan, which has made democratic development its goal, cannot forget this factor. The management and organizational function of the state applies to the entire education system, including higher military education.

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