

## **MODERN KNOWLEDGE AND TECHNOLOGY ARE THE BASIS FOR THE TRANSITION OF THE CONCEPT OF "EDUCATION FOR LIFE" TO THE CONCEPT OF "EDUCATION THROUGH LIFE"**

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### **Abstract**

The author's article indicates the forming, production, accumulation, reproduction, preservation, and dissemination of new knowledge and technologies, as well as development, its place, role, and proportion of human capital in developed and developing countries. However, the quality of human capital serves to increase the productivity and competitiveness of the country on a global scale. The results of the comparative analysis show that the transition from the concept of "Education for life" to the concept of "Education throughout life" is an important factor in the development of higher education in the world. This research work substantiated that the main purpose of higher education, along with the need to meet all the increasing requirements of future highly qualified competitive personnel, is the need to teach them to learn throughout life. Because the creation, capitalization, and distribution of modern knowledge and technology are one of the main economic processes.

**Keywords:** knowledge, technology, higher education, human capital, human potential, lifelong education, highly qualified personnel, higher educational institutions, competitiveness.

Education is an important strategic factor in the development of the state and society. Education is considered to be the main driving mechanism for the development of the personal factor of social production, which at the initial stage of its movement, the knowledge gained in the process of studying in higher educational institutions has not yet been used. The use of this potential presupposes the existence of a certain system of relations of qualification orientation and professional selection of highly qualified personnel.

Kuzminskaya T.P. divides the process of education into the following stages: 1. Formation of a system of general education knowledge, labor skills, and methods of creative activity. There a fundamental, most stable theory is given at this stage. 2. Formation of a system of professional knowledge and skills, experience of creative activity, i.e. acquisition of special, specific knowledge. 3.



The period of renewal, deepening, and expansion of professionally significant knowledge, skills, and skills that ensure an increase in labor efficiency in the conditions of market relations and constantly changing equipment, technology, and organization of production. 4. The formation of knowledge and skills that are not related to professional activity, but ensure the satisfaction of diverse intellectual needs of a person, and the comprehensive development of his personality [8, p.22].

G. Itskovits in his book "The Triple Helix. Universities – enterprises – the state" notes that the continuity of knowledge generation is provided by a new model of the "triple helix" (universities – enterprises – the state), which is considered a rational form of the innovation system and combines the innovative efforts of HEU, the state and business with a significant role of universities. In an innovative knowledge-based economy, a higher educational institution is of great importance, setting the "capitalization of knowledge" as an academic goal, and in a knowledge-based society, a higher educational institution is also of great importance. Here, the "triple helix" model confirms the idea that, as centers generating technologies and modern forms of entrepreneurship, universities (HEU) reserve scientific research.

When education is considered as a process, its content is depicted as the formation and development of the intellectual potential of society, i.e. the production, accumulation, preservation, and systematization of a set of knowledge and skills. Science plays an important role here because the intellectual potential of the teaching staff is assessed considering its fundamental contribution to the development of scientific thought, i.e., the acquisition and application of new knowledge and technologies. Knowledge of the XXI century is a leading economic resource. The main factor in shaping the development of the knowledge economy is human capital. Highly qualified personnel training in higher educational institutions, which is an integral part of the education system, increases the value of human capital in the economy. Knowledge in the XXI century is turning into the leading economic resource of any state, which is the subject of production, purchase, and sale and the object of investment. With the acquisition of independence by the Republic of Uzbekistan, great importance is attached to the formation and accumulation of human capital, since the quality of the latter serves to increase labor productivity and competitiveness of the country in the world community. The share of human capital in such highly developed countries as the USA, Finland, Germany, Japan, Switzerland, etc., is up to 80.0% of their national wealth [19, C.325]. Calculations by American researchers have shown that an increase in investment in a particular person by 10% leads to an increase in the volume of output of any product by 4% [15]. In the United States, over the post-war 30 years, about 60% of GDP growth was achieved by improving education and qualification of labor potential.

Gozhenko K.N. after conducting such studies emphasizes: "In a post-industrial society, neither capital, land, nor labor can give real control over production and resources. Knowledge is and will remain the main economic resource.



Knowledge dominates traditional factors of production (land, labor, and capital), which do not disappear but become factors of secondary status. Production in the knowledge economy is based not on labor, but knowledge. And the market economy now organizes economic activity around the information. The central sphere of the knowledge economy is not the creation of material wealth, not the distribution of capital, but the production and distribution of knowledge" [4, pp.25-26].

The highly qualified personnel receiving the appropriate qualification level will join the process of transferring knowledge, skills, and experience, will carry out qualification activities in the field of science, culture, and services, material production, i.e. will become an active subject of development and implementation of reforms in the country. This means that highly qualified personnel can carry out the process of reproduction and rotation of the same personnel for the needs of organizations, enterprises, institutions, etc. On this occasion, Vladimir Putin said: "Knowledge, technologies, competencies, personnel are the basis for the implementation of our national projects, for achieving our strategic goals. It's about a new quality of human life, about opportunities for self-realization, about the competitiveness of our society as a whole, the economy, the state in the world of the future" [3].

From an economic point of view, the accumulation of knowledge by people is a wealth that determines the development of the economy, and the scientific, cultural, and social progress of society. T. Stonier believes that "in the post-industrial economy, knowledge has replaced the traditional triad of land, labor, and capital and has become the most important basis of modern productive systems" [16]. Since "the knowledge economy is the whole economy. There is no "new economy", it's just that the whole economy is being transformed by information technologies – this is an economic revolution," said former British Prime Minister Tony Blair [23]. World experience indicates that the main mechanism for building a "knowledge economy" is the creation of a national innovation system that provides institutional conditions for conducting and commercializing the results of fundamental and applied research [2].

The authors claim that "the knowledge economy gives the greater the volume of output, on the one hand, the more knowledge created by scientists, and on the other hand, the more people consumed this knowledge. That is, the work of scientists and the work of people who bring knowledge to the end-user is important" [11], knowledge management is becoming a decisive factor in socio-economic development today [20], and the whole world is gradually striving to change course from the use of natural resources as the basis of the economy to the knowledge economy [18]. In the articles of researchers, the problem of the knowledge economy is considered the most important condition for the guaranteed sustainable existence of the economy, and the main factors of the formation and development of the knowledge economy are analyzed. In the knowledge economy, the reasons for the emergence of a new type of capital – "knowledge capital", that is, the part of added value that is created by exploiting acquired knowledge [17] are revealed;



the relationship between the scientific categories "knowledge" and "information", their similarities and differences, as well as the author's concept of interaction of these categories in a post-industrial society, is studied [7]; tasks are outlined, the solution of which will contribute to the further reorientation of Russia from industrial development to the creation of a knowledge-based economy [22].

A comparison of information resources with the main traditional ones shows that knowledge and information are characterized by intangible flows and reserves. If knowledge is not used, then it is reduced and destroyed. On the contrary, when they are created, replicated, transmitted, and used, then this knowledge increases and enriches. This is how they differ from the main traditional funds, which the more they are used, the more they wear out, reducing their value. A requirement for improving the educational system is considered to be the development of the concept of the economy of education in the conditions of market relations. The modern economy is based on the movement of more ideas and knowledge than material resources and goods. However, human experience is a very valuable intangible asset.

A necessary requirement for improving the educational system is considered to be the development of the concept of the economy of education in the conditions of market relations. The modern economy is based on the movement of more ideas and knowledge than material resources and goods. However, human experience is a very valuable intangible asset. The development of science will lead to the enrichment of human capital and the prosperity of any state. Currently, the continuous process of enriching the individual with knowledge and skills has acquired fundamentally important features due to the increasing role of science in society. Here the final role is played by the process of enriching the personality with scientific knowledge (skills) and the ability to use them. This is characteristic of a continuously developing and simultaneously differentiating education system. In this regard, the company timely manages the process of updating and mastering scientific, technical and economic knowledge and qualification skills by all people on the basis of changing production requirements. This is very important, because in the third decade in Uzbekistan, human capital will serve as the main factor of economic growth. Therefore, it is already necessary to take appropriate measures in the country to increase this potential. On this issue, Sh.M.Mirziyoyev stressed: "We must give a decent education to our younger generation, stimulate their interest in science and knowledge. It is necessary to develop the system of preschool education, strengthen the material and technical base of secondary and higher education institutions, and radically improve the quality of scientific and educational processes. We need to strengthen measures to ensure equal access to higher education for all. In the recent past, in Uzbekistan, the coverage rate of graduates of secondary and secondary specialized educational institutions with higher education was only 9-10 percent. Thanks to the measures taken in the last two years, this figure has exceeded 15 percent. However, this is not enough. After all, in developed countries it is 60-70 percent.

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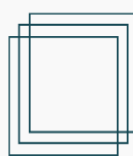
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Therefore, bringing this indicator to 20 percent in 2019 and consistent growth in the future is an urgent task" [12].

Recently, many scientists have been dealing with these science-intensive problems. For example, Kolyadin A.P. comes to the conclusion that "the basis of research and innovation and educational processes is the realization of the creative potential of a scientist, teacher, engineer, his professionalism, ability to be a converter of the environment and generate new ideas. The progressive significance of innovative educational complexes is determined by their implementation of the following functions: 1. Educational function – training and retraining of specialists. 2. The function of spreading knowledge in society. Currently, there have been significant changes in the forms of its implementation caused by the increased role of knowledge as an economic resource and product. 3. The function of mastering, preserving and transferring the accumulated cultural heritage. 4. The function of knowledge generation is the creation of new knowledge, which is a good that provides an increase in the level of human capital [6, pp.21-22]. The acceleration of economic growth was facilitated by new knowledge obtained mainly through science. Scientific achievements have been growing like an avalanche, especially over the past 200 years. This has led to the fact that now knowledge is the same economic resource as labor, land, capital, entrepreneurial abilities [10].

A comparison of the economic successes of different countries shows that the reserves of natural resources have long been considered the basis for creating economic wealth and prosperity of the state. Human capital becomes an important main factor ensuring the prosperity of any country. At the same time, human knowledge is an economic category, the capitalization of knowledge is one of the main economic processes. Human capital has been formed for a long time, requires costs to maintain it in working condition, has no price for its intangible assets, generates income in various fields of activity, is considered an object of investment. The paper [1] examines the problems of functioning and development of human capital, substantiates the role of education as one of the leading branches of production of human capital and society. It is also noted that approximately 60% of people should receive higher education in the society to which we inevitably go. Higher education depends on: firstly, the development of an innovative economy, secondly, the increase in human capital, and thirdly, the positive restructuring of a person in the biological sense [5, p.31]. The work we have studied [9] raises the question of the need to change the ideology of modernization of higher education. Other researchers have also been engaged in human capital issues [13,14]. Human potential is the leading driving lever of social progress. In fact, human potential is the leading driving lever of social progress. In the specialized literature, the term "human potential" has not yet been fully worked out. Together with this term, the term "labor potential of an employee" is generally successful, which is characterized as the cumulative ability of the physical and intellectual properties of an employee to achieve



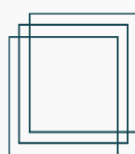
certain results of his production activity under given conditions and to improve himself in the process of labor activity, solving new tasks arising as a result of changes in production [21]. The human potential includes: health, ability to withstand nervous and power loads, character, temperament, thinking, speech, memory, stability of sensations, knowledge, creativity, social activity, competitiveness, level of education and training (if necessary retraining), initiative, professional experience, responsibility, relationships with managers and employees, compliance with safety regulations and labor discipline, etc.

The main task of the higher school. A higher educational institution, being a mirror image of the economic and socio-political problems of the development of the state and society, is also considered a generating mechanism for the system of obtaining and distributing modern technologies, knowledge and ideas, a system of training, reproduction, advanced training and retraining of highly qualified personnel – graduates of higher educational institutions.

It should be noted that the quality of human capital is one of the main factors of the long-term economic development of the Republic of Uzbekistan. Based on the above and based on the results of our research, we can conclude that higher educational institutions should help ensure that the prestige of the knowledge (skills, skills) issued and the demand for graduates in all areas of bachelor's and master's degrees is ensured. Thus, higher educational institutions should become a school of creative thinking, ensuring the quality of education and a competitive environment, allowing graduates to quickly and accurately solve non-standard tasks. Consequently, the main task of higher education, along with the need to meet the ever-increasing demands of future highly qualified personnel, is the need to teach them to study for life. Ultimately, effective management of the training of educated and competitive highly qualified personnel is currently a requirement of the time.

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