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SCIENTIFIC KNOWLEDGE AS A COMPLEX DEVELOPING SYSTEM

Abstract: This article discusses scientific knowledge as a complex developing system

Key words: Scientific knowledge, cultural values, development of society, evolution of society, objective laws

НАУЧНЫЕ ЗНАНИЯ КАК КОМПЛЕКСНАЯ РАЗВИВАЮЩАЯСЯ СИСТЕМА

Аннотация: В статье рассматриваются научные знания как сложная развивающаяся система.

Ключевые слова: научное знание, культурные ценности, развитие общества, эволюция общества, объективные закономерности.

In the early stages of the development of society, cognition reflects the methods of practical change of objects, including in their characteristics the goals, abilities and actions of a person, i.e. subjective factor. It is known that in the myths of ancient peoples, the forces of nature are always likened to human forces, and its processes - to human actions. Primitive thinking, when explaining the phenomena of the external world, invariably resorts to their comparison with human actions and motives. The Bushmen, for example, explain the origin of fire due to friction in this way: If a tree is rubbed for a long time, it sweats, smokes and gets angry, flashes.

In the process of the evolution of society, cognition begins to exclude anthropomorphic factors from the characteristics of object relations. Science sets as its ultimate goal to foresee the process of transformation of objects of

practical activity. This transformation is always determined by essential connections, laws of change and development of objects. The activity itself can be successful only when it is consistent with these laws. Therefore, the main task of science is to identify the laws in accordance with which objects change and develop.

The first feature of scientific knowledge is the orientation of science towards the study of objects, the study of the objective laws of their change and development.

This feature distinguishes scientific knowledge from other forms of human cognitive activity. So, for example, in the process of artistic-figurative cognition of reality, objects included in human activity are not separated from subjective factors, but taken in a kind of gluing with them. Any reflection of objects of the objective world in art simultaneously expresses the value attitude of a person to an object. In science, on the other hand, the peculiarities of the life activity of the person who creates knowledge, her value judgments do not directly enter into the soya of the knowledge obtained. Newton's laws do not allow one to judge whether Newton loved or hated, whereas, for example, in the portraits of Rembrandt's brush, his attitude and personal attitude to the depicted social phenomena are captured.

The purpose of science is to gain knowledge about reality. Knowledge is acquired by a person in all forms of his activity - in everyday life, and in politics, and in economics, and in art, and in engineering, but only in science is acquiring knowledge the main goal.

Science is focused on the objective and objective study of reality. Studying the objects that are transformed in activity, science is not limited to the knowledge of only those subject connections that can be mastered within the framework of the types of activity that have developed historically at this stage of the development of society. The goal of science is to foresee possible future changes in objects, including those that would correspond to future types and

forms of practical changes in the world. As an expression of these goals, science is conducted not only research serving today's practice, but also research, the results of which can only be applied in the practice of the future. The focus of science on the study of not only objects that are transformed in today's practice, but also those that may become the subject of mass practical development in the future, is the second distinguishing feature of scientific knowledge.

The desire to study objects of the real world and, on this basis, to foresee the results of its practical transformation is characteristic not only of science, but also of everyday knowledge, which is woven into practice and develops on its basis. Like science, the latter can correctly reflect reality, give true knowledge. A person's practical connection with the world, his numerous observations, lead to the conviction that, for example, a piece of iron is heavier than a piece of wood of the same size, that the sun is a source of heat and light, and a body deprived of support falls, etc. This knowledge plays an important role in people's lives. However, they do not reveal the essence of the processes, their laws.

Everyday cognition uses natural language, science, although it uses natural language, cannot describe and study its objects only on its basis. First, natural language is adapted to describe objects included in human practice (science goes beyond its scope); secondly, the concepts of natural language are fuzzy and ambiguous, their exact meaning is most often found only in the context of linguistic communication. Science, on the other hand, seeks to fix its concepts and definitions as clearly as possible. The development by science of a special language suitable for describing objects that are unusual from the point of view of common sense is a specific feature of scientific knowledge that distinguishes it from ordinary.

Along with an artificial, specialized language, scientific research needs a special system of special tools that allow one to identify the possible states of an object under certain conditions. The tools used in production and in everyday

life, as a rule, are unsuitable for this purpose, since the objects studied by science and objects that are transformed in production and everyday practice are most often different in nature.

Hence the need to use special scientific equipment (measuring instruments, devices, installations), which allows science to experimentally study new types of objects.

Ordinary knowledge is not systematized, it is a set of information, prescriptions, recipes for activities and behavior. Scientific knowledge is systematized, ordered.

Thus, we get the characteristics of the consistency and validity of scientific knowledge, distinguishing it from the products of everyday cognitive activity of people.

Another distinguishing feature of science when compared with ordinary knowledge is the need to apply scientific methods. The methods of everyday cognition are formed in everyday practice, woven into everyday experience. The totality of these techniques, as a rule, is not recognized by the subject as a method of cognition. In science, however, the study of objects, the identification of their properties and relationships is always accompanied by an awareness of the method by which the object is investigated.

So, we can list the specific features of scientific knowledge:

1. Scientific knowledge is focused on identifying the objective laws of change and development of objects in the surrounding world.

2. Scientific knowledge is aimed not only at the study of objects included in modern practice, but also those that may become the subject of practical development in the future.

3. The knowledge gained in the course of scientific knowledge is systemic and grounded.

4. Scientific knowledge uses special methods to study its objects.

5. Scientific knowledge develops a special language in which objects of science are described.

6. In scientific knowledge, special scientific equipment is used.
are really essential for science.

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