

CULTURAL FOUNDATIONS OF HIGH-QUALITY EDUCATION

*Duruskari G.*Baku State University
gduruskari@mail.ru

One of the key indicators of the formation of a modern civilized society is its culture of education. According to the prominent French sociologist and philosopher Émile Durkheim, “Education is the means by which society perpetuates itself; it transmits cultural values to the new generation.” The formation of this culture begins with shaping society’s attitude toward education, the learning process, and knowledge. Values, traditions, and behavioral patterns that properly shape this attitude form ways of thinking, ethical relations, and the transmission of knowledge, thereby creating an academic environment. As the renowned French sociologist Pierre Bourdieu stated, “The education system is the primary field in which cultural capital is formed and legitimized”.

One of the main criteria for the formation of an educational culture is society’s unequivocal acceptance of education as a guarantee of development and the recognition of the value of knowledge. This involves believing that education is a fundamental means of both personal and social development. Without this belief, the development of education as a mass social activity becomes extremely difficult. This characteristic fosters an inclination toward learning, increases motivation, shapes an active learning stance, and thus facilitates the achievement of set goals. As the American philosopher and educator John Dewey noted, “Education is not preparation for life; education is life itself”.

The development of logical and analytical thinking in education is one of the core components of contemporary educational culture. Mechanical memorization leads to superficial acquisition of knowledge and its unconscious perception, which in turn results in the loss of learners’ analytical thinking abilities. From this perspective, modern educational ethics imposes the obligation to “think, analyze, and draw conclusions.” It is no coincidence that it has been said: “Education should perfect both the intellect and the morality of a person” (Ibn Sina).

Against the backdrop of these qualities, academic ethics emerges as a fundamental component of educational culture in the implementation of educational activities and the formation of teacher–student relationships. Ethical academic behavior is an indispensable quality that ensures transparency in education, fair assessment, and objective outcomes.

Laying the foundation for high-quality education also depends on components such as the culturally grounded management of instruction, the existence, preservation, and development of management traditions, the creation of a civilized school and university environment, the identification and application of modern learning methods, and the implementation of appropriate assessment practices.

The modern world prioritizes lifelong learning in education. Education should not be confined to a limited period, rather, the learning process must be continuous. Global standards rapidly render traditional knowledge outdated, and keeping pace with development requires adopting a culture of lifelong learning.

As a result of the above, it can be concluded that the system of values, norms, and behavioral models that determine the organization, implementation, and acceptance of the educational process in society constitutes the components of educational culture and forms the foundation of continuous development.