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SECTION 30. Philosophy.

MORAL BEHAVIOUR OF THE SCIENTIST AND SCIENTIFIC SCHOOL

Abstract: *In this article some aspects of moral behavior and the moral responsibility of scientists are considered. In the age of globalization, rapid development of new information technologies the problem of moral responsibility and the conduct of scientists is especially important. Should scientists and scientific schools bear moral responsibility for their development and implementation of new technologies in production and in spiritual life of society?*

Key words: *moral behaviour, science, scientist, scientific school, scientific school of I.Muminov, the Republic of Uzbekistan.*

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ПРАВСТВЕННОЕ ПОВЕДЕНИЕ УЧЁНОГО И НАУЧНАЯ ШКОЛА

Аннотация: *В данной статье рассматриваются некоторые аспекты нравственного поведения и моральной ответственности учёных. В век глобализационных процессов, стремительного развития новых информационных технологий проблема моральной ответственности и поведения учёных становится особенно актуальной. Должны ли учёные и научные школы нести моральную ответственность за свои разработки и внедрение новых технологий в производство и в духовную жизнь общества.*

Ключевые слова: *нравственное поведение, наука, научная школа, научная школа И.Муминова, Республика Узбекистан.*

Science is inherently the social phenomenon. It represents not only the attitude of the scientist to the investigated validity, but also the certain system of communications and attitudes between members of scientific community. The world of a science is a special world with the way of life, with the system of values and norms.

Beginning from activity of the first philosophers and their philosophical schools, down to today's millions-strong international scientific community, the science has undergone huge changes. Today it represents professional work to which the person devotes the life. Now scientific activity is, first of all, teamwork of creative groups, collectives, specialization in the separate directions, separate problems, distribution of various functions in scientific activity. Thus, today a science is also scientific schools [1].

The scientific school is the special phenomenon which is not identical to other scientifically-social associations as a direction, faculty, institute, hidden

college, but at the same time school is always included in a complex mobile network of attitudes with these formations. And to understand character of mutual relation of school with other structurally-dynamic units of which the scientific community is formed, it is necessary to reveal from the very beginning its difference from them.

The scientific school represents first of all «dedication in a science», acceptance the concrete conceptual and categorical device, scientific values and norms. Only having passed scientific school, it is possible to become the person of a science, to enter into scientific society. The science, its logic and methodology do not exist separately from the person. The science is always personified in concrete individuals and their groups, during dialogue with which there forms a future researcher.

The separate scientist sometimes passes some schools, has many teachers, and the norms and values acquired by him can differ on a class but beside the point. All this forms his style of scientific



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thinking, creates those personal spiritual riches of the person without which creativity is impossible. Scientific schools represent those islets of science in which its new forces are formed and constant interaction between traditions and innovations, between teachers and their pupils, between founders of new scientific directions and their followers is carried out.

The scientific school in conditions of independence is the established form of studying and development of an exclusive actual problem of a parity of the past and the present in a science, training of young experts of scientific activity, understanding them of a role and place of a parity of continuity, traditions and innovations in scientific research. The reference to historical experience of a science, various scientific schools in history of a science gives sound understanding of the same parity of national and universal values. So, preparation of new generations of scientists represents not simply transfer to beginners of the certain sum of knowledge and skills. This mastering of norms and values of scientific activity by them which first of all should mean the blessing of the person, its safety, development before those parties of the person which allow it to be first of all homo sapiens. There are possible two variants of transfer the normative-valuable system to a new generation of scientists.

The first variant represents a certain scientific heritage which is transferred in the form of some oral or written source, document. And the new generation of scientists acquires the right most to solve, be engaged in a corresponding kind of activity or not.

The second variant does not give such formal decision of a question. In this variant the exclusive role is played with informal personal dialogue of the instructor and the pupil during what the teacher behaviour shows samples of following to values and norms of the scientific school, directly acquired by young scientists.

The scientific school is emotionally painted set of values and the norms recognized obligatory among members of this school. With development of scientific school these values and norms get the form of requirements and interdictions, rules of preference and admissibility. All this is fixed through instructions and an image of behaviour which in an equal measure are observed by each scientist, by the representative of this or that school.

What a new scientific school would not appear in a scientific sky, it is the factor leading stability of scientific knowledge, their directed development and that is the most valuable from the point of view of universal values, culture in general, this display of continuity and traditions in a science. It is known that scientific traditions are the important element of the mechanism of storage, reproduction, transfer and fastening of scientific experience and values, way of realization of stability and stability of scientific

research. Traditions of scientific school are supported by force of collective opinion, habits and the belief which have established at school. The established forms and ways of scientific activity, a rule of a hostel, real interpersonal and group attitudes, on a regular basis repeating, in due course get traditional character. The specific form of scientific activity, saturation and intensity of interpersonal attitudes, specificity of the organization of scientific researches through strict scientific requirements and norms causes original riches of the maintenance of scientific traditions and continuity of a science.

Scientific traditions are not only norm of behaviour, but also the form of the organization of scientific activity, way of expression of intrinsic properties of significant requirements and postulates of a science. Fixing the saved up scientific experience in the form of the formalized actions, traditions get value regulative principles of ability to live of scientists.

It is possible to note one of the features of scientific schools. They often have national character and differ from each other not only style, the leader, methodology or the approach, but also the country in which it was generated. It is necessary to note, as in Uzbekistan there are many scientists informed in world opening and at the same time bringing the contribution to formation of scientific schools to separate areas of a science in what not conceding to known scientific schools of Russia, Ukraine or Belarus [2].

The diversified problems of a science, anyhow, are connected with moral aspects, and cannot be high-grade are developed without taking into account continuity and traditions in a science which receive the fullest reflection in concept of scientific school.

Certainly, scientific researches are carried out by individual efforts of the scientist, and still scientific researches is a sphere of intensive cooperation where those or other principles of a science get social character first of all through scientific school. We will stop on the most essential principles and the norms defining continuity and traditions of a science.

One of such principles is universality. The discovery should receive a general recognition in a science (that begins with scientific school) and to find general distribution. V.I.Vernadsky has paid attention to this feature of a science still. He wrote: «The ideal of a scientific problem is impersonal true in which any display of the person is whenever possible removed» [3]. The true cannot be appropriated, the priority concerns only the fact with whom absolutely discovery. Other principle is criticism or differently in a science there are no authorities. In a science is not admissible to make a mistake, trusting opinion of the recognized scientific authority. Everything that is proclaimed true should be checked up. Such severity in the statement of

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scientific schools makes the important feature of the scientist. This feature also distinguishes, first of all, the scientist from representatives of religion, ideology or authority who in the majority would like to possess system of the rules which are not a subject discussion.

The following principle is unselfishness. Cognitive interest on the essence is disinterested. This unselfish interest seizes the researcher under influence of large scientists.

This unselfish interest is infectious though it and represents cleanly spiritual value. Unfortunately, the life sometimes gives examples where in this or that environment the scientific life is perverted when ambitions and material interests prevail of cognitive interests. So it is very frequent scientific institutes not always serve the purposes of knowledge. Sometimes they arise to create to some people exclusive position and a scientific competition is reduced to struggle not for the truth, and for privileges and benefits.

The most important principle is rationalism. Nothing can be excluded from area of cognitive interests of the person. And at the same time we approve clearness, accuracy (compactness), laconicalness and a neutrality of a statement of the text, logicality and empirical validity of conclusions and offers – here that makes rationalism.

All these principles invariable generating in our national science, are that gold fund which is passed from father to son. And defining role in the control and transfer of all of it is carried out with such form of the organization of researches as scientific school.

There are very often find distribution of tendentiousness, cliquishness, envy, corruption, careerism, etc in the scientific environment. Instability of scientists and their pliability to these negative features of a human nature causes various interpretations among people far from a science. At closer and careful analysis such of the some phenomena in the scientific environment, it is possible to note, that the structure of scientific activity leads to several variants of a pathology:

1. Strong enough isolation of the big science from a real life. Scientists very often work in hothouse conditions and have no enough real representation about cares and difficulties of the ordinary person. It is possible to add narrow specialization and detachment of the scientist, a narrow orientation of his interests.

2. Constant search of alternative decisions of a problem, a relativity of put forward hypotheses, the requirement of objectivity and a neutrality during research leave traces on the decision of vital and daily problems. From here opinion, that in a life as in scientific research all it is possible to change and do the rate on something risky but capable to bring collateral benefits.

3. Thirst to be engaged in scientific research and from here the desire of success quite often compels the scientist to serve any who takes it under financial trusteeship and pays charges on researches.

The science becomes a trade and way to earn for a life, and from here and conclusions. For example, dependence of the scientist on a standard of living in the concrete country and the unreasonable hopes assigned by a society on scientists, without taking into account deviations of scientists from the ethical standards ordered by it not always are justified.

There are always overestimated requirements to the scientist than under the attitude to people of other trades.

Certainly the logic and methodology of a science forms samples of correct thinking. However, apparently from the aforesaid it is not enough. The scientist with the deformed system of moral values begins to think unfairly.

The problem of diligent thinking of a scientist is connected with the same difficulties, as well as at other people – with moral problems. Their decision is frequently connected first of all with a collective where the same scientist constantly works and creates. And the scientific school has proved itself as the most effective means of the decision of problems of morals in the scientific environment. The school in a science carries out various functions and one of them is formation a scientist as citizen, the person. And other forms of scientific activity cannot carry out this function in that measure as scientific school.

In this connection from history of a science it is possible to find a number of examples. In particular, it is important to note such fact. Known expert E.Rudd marks, that from 55 Nobel Prize winners nowadays living in the USA, 35 winners worked in a youth under direction of the Nobel winners of previous generation [4]. This fact is superfluous acknowledgement of a role of scientific school in formation of the scientist.

In connection with development of a network of research establishments and a concentration in them of the largest scientific forces, base of scientific school become the research centers with the purpose of development put forward by a society, the state of an actual problem. In this connection for presentation it would be desirable to stop on such scientific school of philosophers of Uzbekistan as the scientific school which has formed in the Institute of philosophy and the right of a name of I.M.Muminov of the Academy of sciences of the Republic of Uzbekistan.

So, there were principles of behaviour at this philosophical school. From the very beginning at this school before the future researchers were unresolved problems were put and works of beginning scientists were as soon as possible published.

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During scientific activity the method of cooperation on all phases of scientific work was constantly used.

During the activity Muminov's scientific school had no isolated character, both by way of external contacts, and by way of escalating the personnel structure.

Other basic position of school was fair promotion, i.e. degrees and ranks, purposes and promotions should depend only on actual qualification. The youth was not an obstacle in such promotions.

The important precondition of development of academician I.Muminov's scientific school was support of beginning young science officers, as remains to one of traditions in institute and today. Nowadays in the institute known doctors of sciences, the academicians fruitfully work defining the person of a modern philosophical science in Uzbekistan.

Today when to scientists face questions of development of spirituality, ideology of national independence collective of the institute has established a basic rule creation for young men of optimum conditions of scientific growth and perfection.

And, the last, in the institute always follow such principles as goodwill and scientific severity, responsiveness and the scientific criticism, kindness and adherence to principles, high hearfulness and care of increase of a scientific level of an institute's collective. This always distinguished a collective of

the institute. And they have crucial importance for formation and functioning of any scientific school. Today it, as before, is regarded as of paramount importance at the organization of scientific activity of the institute. The young scientist of the Republic of Uzbekistan, as well as the scientist of any age, first of all, should be the worthy citizen of the country. He should not only have a high level of professionalism but also actively participate as the scientist in realization of ideas of national independence, to like spirit of ideology of independence. And formation of such vital position of the young scientist in very big degree depends on scientific school, in which he gets, from its teachers and comrades in a science, from depth of their knowledge, from their culture, their national consciousness and moral shape.

Authority internally recognized by scientific school – one of the most essential features of the leader of school, and educational value of such authority it is impossible to overestimate. It is necessary to refer in this connection to the statement of known scientist of the past Helmholtz. He liked to repeat an idea that already one dialogue with the great person changes an inner world of the pupil for ever. «Who has collided with one or several of the advanced people one time his intellectual scale changes for all life. At the same time this collision makes the most interesting that can present a life» [5].

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