

The Role of Education in Social Change and Transformation

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ABSTRACT

The objective of this paper was to present the role of education and its effect on social change and transformation. Education is a social phenomenon that accompanies human production and labor. It originated from the need for human participation in social life and self-development. Education has been an integral part in every step of human development, including creations of culture. Human history has gone through a long historical social evolution, through different social stages with large morphological differences, from primitive society to agricultural society, industrial society, information society, and then to the future artificial intelligence society. The development of productive forces constantly promotes human beings to be creative, forcing education to be compatible with social development and human needs, and brings about changes in educational content, methods, and conditions. The fundamental change of educational characteristics is the inevitable requirement of social and economic development and transformation and is determined by the general characteristics of social and economic development. Any social and economic transformation in history has led to fundamental changes in the characteristics of education. The relationship between education and social change has always been the core topic in the process of discussing education. Educational social scholars divide the relationship between education and social change into three categories: 1) education as the result of social change, 2) education as the cause of social change in people's ideas and ideology, and 3) education as the influence on most social change.

KEYWORDS: The Role of Education, Social Change, Transformation

Introduction

Social change is a social movement that changes the social system according to a certain goal. It includes two forms: social improvement and social revolution. The way of social reform may be top-down or bottom-up. The content of social transformation includes politics, economy, ideology, culture, and all aspects of social life. Driven

by productive forces, society has experienced a transition from the agricultural era to the industrial era, and then to the information age. Social productive forces are different in different historical stages, and education changes accordingly.

An overview of Social Change and Transformation

1. The concept of social change and transformation

Social change is one of the most important theoretical concepts in the field of sociology research. The American sociologist Ross was the first to put forward the concept of social change. In response to this concept, domestic sociologists Feng Gang and Chen Chengwen expounded on the meaning of social change respectively. Although there are certain differences in the definition of social change, they both tend to regard it as a change in social structure. In addition, the famous American sociologist Steven Wargo (2003) believes that social change mainly occurs from five aspects: individual, group, organization, system, and society. The factors that trigger social change also include technological innovation, ideological change, political distribution, economics, etc. Based on this, the reasons for social changes are attributed to internal and external aspects. Social changes are closely related to social phenomena such as production, lifestyle, and natural environment, and are related to internal factors such as people's values. They are the influencing factors that promote social structural changes. And according to different classification standards, the types of social changes are also quite different. The development process of social changes has been forward and backward. It is necessary to make appropriate choices with the development of the times so as not to be eliminated by society.

Domestic sociologists have also begun to expound on the concept of social change from different perspectives. From the analysis of sociological significance, Zheng Xingsheng (2009) believes that social change refers to the process and result of continuous changes in all social phenomena, and especially refers to major changes in social structure. He also analyzed from a

sociological perspective in "Sports Sociology" that social change belongs to the category of social and historical development and is a dynamic and eternal process and the result of changes in all social phenomena. The research scope of social change is very broad, including all social phenomena and changes in social structure to various degrees. From the perspective of interpretive concept research, social change is a relatively neutral concept, a unity of process and result.

According to the definition of the above concepts. The definition of social change and transformation is particularly incisive. Educator understands social change and transformation as focusing on revealing social phenomena of social structural changes, which are not only the result of past social changes, the process of current social changes, but also future social changes. Social changes include changes in three major directions: politics, economy, and culture. Among them, changes in living environment, social structure, and values greatly affect the development, inheritance, and value demands of education. Educational output research is of great significance.

2. The contents of social change and transformation

The content of social change involves all fields of social production and life and can be mainly divided into natural environment change, population change, economic change, social system and structure change, social value change, lifestyle change, Cultural changes, technological changes, etc.

Changes in the natural environment. The process of social change always takes place in a certain natural environment, which provides natural resources and material conditions for the survival and development of society. The natural environment evolves

according to its laws and affects the changes in society. Humans act on the natural environment to cause changes in the natural environment, which will also affect the changes in society.

Population change. Population change mainly refers to changes in population quantity, quality, composition, population flow, and distribution. A certain population is the basic premise of social existence and development, and people are the main body of social life and social activities. Population changes have a great impact on changes in society as a whole.

Economic change. It includes changes in productivity, changes in production relations, increases in production, and improvements in production quality. The change and development of the social economy are one of the main contents of social change, which has a decisive influence on the whole social change.

Changes in social structure. It is mainly reflected in two aspects: one is the change of social functional structure, which is reflected in the differentiation and combination of various economic, political, organizational, institutional, and other structural elements to meet the needs of people's survival and development; the other is the status structure of social members. Changes in social class and social class relations are caused by differences and changes in social members due to their economic status, occupation, education level, power, social prestige, etc.

Changes in values. The changes in social values are mainly manifested through people's behavioral norms and ideological systems. People's social activities all take place under the guidance of values to varying degrees, and changes in social values often become the forerunners of social changes.

Changes in science and technology. As an independent knowledge system in the social structure system, science and technology have an increasing influence on the changes in modern society. Changes in scientific and technological inventions, research scales, and organizational forms, on the one hand, directly affect changes in the social economy, politics, ideas, and lifestyles, and on the other hand, accelerate changes in modern society.

Cultural change. This is a comprehensive perspective for analyzing the content of social changes, mainly referring to changes in cultural content or structure, including the growth of new cultures and the changes of old cultures caused by the accumulation, transmission, dissemination, fusion, and conflict of cultures.

3. Forms of social change and transformation

From a historical point of view, social change can be roughly divided into two categories. One is micro-change, that is, micro-social change, which refers to the cumulative gradual and sudden changes in society, economy, politics, and culture that occur within a unified social form or the same mode of production, also known as social evolution. Some of these changes are subtle and imperceptible; some are vigorous and thrilling. For example, the political changes in the change dynasties may be violent in form, but they do not break with the traditional system. They are all quantitative changes in the limited social and economic structure or slight qualitative changes.

The other category is great changes, that is, huge social changes, which refer to major social, economic, political, and cultural changes that breakthrough social and economic patterns and production methods. These changes are revolutionary and

breakthrough qualitative changes. This is what Marx often calls "social revolution" (Marx, 1959). In biology, "mutation" refers to a change in the genetic structure of a cell. The great change in society is a long-term variation, which can be divided into two forms: one is the innovative great change, which is the change of production mode and social form under unique historical conditions; the other is the conductive one. Great changes are mainly changes in production methods and social forms induced by external factors. In this article, we will focus on the cataclysm and the impact of large social changes on education.

The Roles of Education in Social Change and Transformation

Education realizes its social function mainly through the function of educating people. The social function of education includes the social change function of education and the social mobility function of Education.

1. Education as a necessary condition of social change and transformation

As we all know, education comes into being with the emergence of human society and develops with the development of human society. Education has a dual function: the explicit function of education is often designed in the sense that education causes social change. At the same time, education also has invisible functions (functions incidental to the fulfillment of explicit functions without being anticipated), which are the conditions for other social changes. At the same time, education is the condition of social change but also means that education is the process of social change caused by the limited function of education, education to achieve these goals must have other corresponding conditions and environments. Society is a dynamic system

with a complex structure, and all the elements or subsystems that constitute the large social system interact and restrict each other. Education is a subsystem of society, which is interrelated and mutually restricted with other elements or subsystems of the whole society. Because of the particularity of education itself, although it is one of the elements of the social system, the relationship between education and other elements of society and the social system is more complex. On the one hand, the development of education has its own rules, on the other hand, the development of education is restricted by the development of society. In a certain sense, other elements of the social system are connected and interact with the social system through the subsystem of education. In the process of transformation from traditional society to modern society, the education subsystem plays a more important and prominent role. It is not only one of the important contents of social transformation but also a necessary condition of social transformation.

The development level of education is restricted by society. The degree and level of social development, what kind of material conditions and social environment it can provide for education determine the scale, speed, and level of educational development, and determine quality of educational development. Education goes hand in hand with the development of society. To what extent does the society develop, what requirements will be put forward for education, and what the corresponding conditions will be provided for education? The purpose, content, form, and system of educational development are by the stage of social development. This is generally true, although there are some exceptions in different countries and at different stages of development.

The productivity of education shows that scientific knowledge is the main condition to promote the development of social producers, and the im-transmission and reproduction of scientific knowledge are realized through education. In other words, education transforms scientific knowledge into direct productive forces, thereby promoting the further development of productive forces.

The sociality of education shows that education develops and changes with the development of socially productive forces, science and technology, and production relations. So far, human society has experienced five social forms with different economic bases: primitive society, slave society, feudal society, capitalist society, and socialist society, and the education reflecting these five social forms are bound to be different from each other in terms of policy, purpose, and system. Because of the differences in the development level of political and economic systems, productive forces, and cultural traditions, the policy, purpose, and system of education will be different even in the same society. Education in line with economic and social development is always in constant development and change.

Education is an important means to develop and improve social productivity. The role of education is not only to passively adapt to the development and reform of social productive forces and production relations but more importantly, to actively promote the progress and development of economic society. With the rapid development of socially productive forces, the continuous progress of science and technology, and the deepening of the technological revolution, the position and role of education in economic society will become more and more important.

Although there is a basic understanding of the relationship between educational development and social development, at different times of social development, the degree of closeness of the relationship between them is different, the forms of expression are also different, and the mechanisms of interaction and mutual restriction are also different. In the agricultural society, because of the low level of productivity, science, and technology are not developed, and the development of social production mainly relies on the production experience, although also exists in school education, school is not primarily for scientific knowledge education, at this time, the function of school education is primarily a political education function, school education and secular not strongly linked to daily life. That is to say, in the agricultural society, although the development of society has an impact on the development of education, social change has little impact on education. At the same time, education in this era has little influence on society. The relationship between the two systems of education and society is elusive.

To measure the development and progress of society, in addition to the significant improvement of productivity and the continuous progress of science and technology, these two important factors, there are such as the level of education, civic cultivation, cultural traditions, moral fashion, spiritual civilization, environmental protection, health care, and other factors. The improvement and improvement of the above aspects are all closely related to education. Consequently, whether past or present, or future, whether the rich developed countries, was a poor and backward country, also whether shall practice a system of socialist countries, and implement the system of capitalism countries, education in economic

and social development, will always occupy the important position and play a key role.

Education has undoubtedly been one of the mechanisms and means of transformation and social change, at least as far as Venezuela is concerned, in the sense that it has been through education at its different levels that most citizens of humble origin and lower strata achieved a social ascent.

In such a way that education, at least in the 20th century in Venezuela, is valued for allowing in a few decades a change in the country, in society, and in the Venezuelan family that manages to form and insert itself in the labor field and begin to grow materially and immaterially. We define change as a succession of differences and stages in time in a persistent identity. More specifically when we speak of social change following Robert Nisbet it is to refer or make reference to successive differences in time of some relation, norm, function, status, or social structure be it the family, the church, the nation, property, the role of women, the status of the father, etc.

The term social change refers to the study of the causes or factors that produce a change in societies. The term is relevant in studies dedicated to history, economics, and politics, and can range from concepts such as revolution and paradigm shift to superficial changes in a small community. The social change includes aspects such as the success or failure of various political systems and phenomena such as globalization, democratization, development, and economic growth. In other words, social change is the evolution of societies, from large-scale changes to small alterations. The study of social change is often seen as a branch of sociology, but it also concerns political science, economics, anthropology, and many other social sciences.

Prior Sztompka points out that if we speak of change, we are thinking of something that happens after some time, that is, of a difference between what can be observed before that point in time and what can be seen after that point in time.

The basic concept of social change involves three ideas: 1. - the difference; 2. - at different time points; And 3. - between states of the same system. Depending on what is considered to be changing - what aspects, fragments, and dimensions of the system are involved in the change - different types of change can be distinguished.

Several theories have been developed by sociologists about the role that education plays or can play in the processes of social change. Some sociologists argue that education, insofar as it represents the interests of the dominant classes, cannot make a manifest contribution to modifying the characteristics of the social system. Others, for their part, have envisioned certain processes through which education could make significant contributions to social change.

Among the conventional theories most frequently discussed in this area, it is possible to distinguish three groups. The first is that of those who propose a gradual transformation of society's values as a strategy for social change based on education. Secondly, the thesis that proposes using education to support processes that tend to profoundly modify the objective relations of production is distinguished. Thirdly, we distinguish the thesis that proposes using education to support processes that tend to superficially reform the social system, in such a way as to reduce the gravity of the effects that this system produces on the inequitable distribution of values produced by society.

When society in a general or country is concerned about and considers improving

its education, it is trusting in its potential to generate change and social progress and in its transformative potential in all dimensions, personal, political, cultural and technological, economic, and productive. More immediately, it is assigned the role of catalyst for the adaptation of society to the accelerated changes taking place in each of them.

In the late Middle Ages of Europe, the unprecedented ideological liberation movement set off by the Renaissance promoted the development of productive forces and science and technology gave birth to the modern industrial revolution, promoted the emergence and development of capitalism, started the wave of the world modernization movement, and made modern education sprout and develop. In the process of transition from tradition to modernity, the content, function, organizational form, management mode of education, and even the control of education by the state have undergone great changes. In the two or three hundred years of western society's transition from tradition to modernity, education began to play a role that it had not played before. The transformation of society not only requires the development of education but also provides certain material conditions for the development of education.

Education is an important content and necessary condition of contemporary social transformation. Since the 1940s and 1950s, due to the progress of science and technology and the intensification of international competition, the world has set off a surging wave of educational reform. This wave of reform is carried out in the context of globalization, information, and knowledge. There is still no unified understanding of the concept of globalization, but as a universal historical trend of the present era, it is an indisputable

objective fact. In a broad sense, globalization refers to the historical change process of mankind from the separated polycentric era to the global society. Globalization is a historical process that is expanding in scope and increasing in intensity. Globalization is manifested in transportation globalization, information globalization, economic globalization, technology globalization, competition globalization, concept globalization, the globalization of international social issues, and other aspects. Globalization is a social and historical process with multi-fields and multi-perspectives, synchrony and diachronic, integrity, and diversity. In such a world under the background of globalization, modernization development strategy has changed, from economic growth as the core to social comprehensive development as the objective, from the development of the object as the center to the development of the people as the center, from the pursuit of flourishing development to sustainable development, from passive dependent to independent endogenous development, From the development of traditional industrial civilization to the development of modern ecological civilization, from the development of developing countries to global development. "In this process, any nation-state, whether spontaneous or conscious, active or passive, will be involved in this process sooner or later, and the process of these countries' involvement in globalization must take place in a fundamental transformation."

Asian countries entered a new period of reform and opening up, education, like other areas, has carried out in-depth reform and made great achievements. The specific role and performance of education in improving the quality of the population are mainly discussed from the following aspects.

First, education controls the blind growth of the population to a certain extent. In today's era education is given priority to, the education of women, it also raised a lot of employment opportunities for women, but in what is now the key under the influence of family planning, the level of education of the general improvement, can change people's ideas, some unfavorable to reduce the birth rate is beneficial to control population growth, have fewer healthy birth. Now even most women in society think that high quality is more important than high quantity, especially because it will increase the cost of education for the few offspring, which to some extent controls the blind growth of the population. Secondly, education can promote the quality of the population to a certain extent. Education is the basic means to improve population quality, so to speak, by the process of education, people exposed to ideas also more abundant, especially now starting kindergarten education, attaches great importance to the political education and moral education of students, the decrease in the number of populations, based on the cost of access to education, per capita is very beneficial to improve the quality of the population. Asian countries attach great importance to the construction of basic education; basic education has been carried out in several rounds of reforms. The curriculum standard and educational goals are more inclined to improve the quality of education, which is of great significance to the sustainable development and high-quality development of society. Third, education has changed the unreasonable structure of the population to some extent.

In the process of the development of modern society, our society is rural to urban mobility, and poor areas to rich areas flow, west to the east flow phenomenon, to some extent this may make the poor more poor and rich local decrease in per capita

resources, dense population and driven power in education, many students who have received higher education are willing to work at the grassroots level and contribute to the development of poor areas. Some students can go to remote places to teach, which helps to reduce the "population flow to one place"; With the promotion of education, the proportion of skilled workers in the occupational structure of the whole society is more reasonable, and the production technology gradually replaces manual labor, which is the result of the power of education. But in the face of economic system reform as the core of social transformation and the new situation requires that face the international competition of world globalization and informatization, the educated background, Asian countries education in the education thought, education system, education structure, training mode and education teaching content and methods of the still relatively lags, It cannot match and adapt to the reform and development of the economic system, scientific and technological system, and political system. The overall transformation of society requires the transformation of education, and the basic and leading role and value of education in the transformation of contemporary society also determine the transformation of education. In short, the characteristics of contemporary social transformation require education to transform, and the transformation of education is a necessary condition of social transformation. The transformation of education is not only restricted by social transformation but also has its characteristics. It is an important task for educational researchers to study and explore the background, characteristics, contents, and methods of educational transformation.

2. Education as an instrument of social change and transformation

Education is a practice activity to promote the socialization of individuals and a personalized society. In the narrow sense, it means the school education of the educators according to the requirements of a certain society or class. It mainly refers to the influence of social factors on individual development and the influence on people's social and mental development.

Social change is the development of society, progress, stagnation, backward, and other the sum of all phenomena and processes, contains both social progress and regression, and includes social integration and disintegration, generally refers to any social phenomenon, including all macro and micro changes, social longitudinal forward and backward, social horizontal differentiation and integration, normal and abnormal change, social quantitative and qualitative change, social relations, lifestyle, behavior norms, the change of values, etc.

The relationship between education and social change has always been the core topic in the process of discussing education. Educational social scholars usually divide the relationship between the two into three categories: education is the result of social change, education is the cause of social change in people's ideas and ideology, and education is the influence on most social change.

1) Education is the result of social change

Social change (especially drastic social change) can have a huge impact on education. The emergence of school education, the reform of the educational system, the change of educational goals and educational concepts, and the reform of educational function are almost all the results

of social reform. In modern society, the changes in any aspect of society will leave traces in education.

2) Education is the driving force of social change

Education is the motivation of social change, which is mainly reflected in the cultivation of people, transmitting new ideology, and the promotion of the development of science and technology, economic revitalization, cultural prosperity, and political innovation. As early as Weber pointed out the concept and ideology contribution to economic development, he thinks that western capitalism can form in modern western Europe, mainly because the school spread Protestant ethics and capitalist spirit, making social members have thrift, self-struggle, self-restraint spirit, and quality.

3) Education is the influence on most social change

Education has a dual function: the explicit function of education (i.e., the expected goal) is often designed in the sense of causing social change through education; and education also has an implicit function (i.e., the function arising in the process of completing the explicit function), which is the condition that leads to other social change. At the same time, education is a condition of social change, which also means that education has a "limited function" in the process of causing social change, and education must have other corresponding conditions and environments to achieve these goals. It can be said that the deep interaction between education and society promotes the development of education, provides talent support for social change, and then promotes social progress. Tegan believes that social reform is the source of the evolution of educational thought, and social reform can lead to educational reform. In the process of social change, educational

reform will also usually become the driving force of social change, and social change can provide social support for educational reform. John Dewey also made it clear that "education is the basic method of social progress and social reform" because education mediates the sharing of social consciousness, "and that the adaptation of individual activities based on this social awareness is the only reliable method of social transformation". Society expresses its purpose, organizing methods and means through education, "and thus clearly and effectively shapes itself towards the goal that it wishes to move forward with." So how does education function as a tool for social change and transformation? The following will discuss the social root of education, the driving force of social reform, and the foundation of social reform.

3. Education as an outcome of social change and transformation

Society is a moving whole or system where education is a structural and functional social system, it is a part of the whole society and organically connected with the whole society. The changes in the whole society must be related to education. Therefore, education and its changes are the results of social changes, and social changes will have a huge impact on education. The emergence of school education, the reform of the educational system, the change of educational goals and ideas, and the transformation of educational functions are almost the result of social changes.

Education as an outcome of social change and transformation is affected by social change, which means that social change contributes to the development of education. Education follows social change. It has its place before and after the social change. First, there are social changes, and then the teaching process changes according

to those social changes. Education systems change with the needs of society.

As society changes, so does the education system. Marxist scholars believe that education originates from labor. Specifically, it originates from the dialectical unity of social production needs and human development needs in the labor process. First, human education is produced along with the emergence of human society, and the direct motivation to promote the origin of human education is the actual social need for people to transmit production experience and life experience in the labor process.

The role of education as an outcome of social change and transformation.

Based on the above analysis, we have learned what impact social changes have had on education. On the contrary, educational change is also promoting the progress of social change. Then, as the outcome of social change and transformation, what role does education play in social change?

1) Education promotes social progress and economic development.

For example, the above-mentioned first educational reform of mankind has promoted the rapid development of human society to agricultural civilization, greatly enriched the spiritual life of human beings, and promoted the progress of material civilization. The second educational revolution is the continuation and improvement of the first educational revolution. Schools, classrooms, and teachers are the mainstays, making positive contributions to the development of industrial society. The third education revolution will make education not only limited to school education, but should be expanded to family education, enterprise education, and community education; it will no longer be limited to formal education, but

also non-formal education; there are real classrooms and online classrooms, online learning; there is school learning, and there is lifelong learning, and lifelong learning will be more important. The third educational revolution not only pays attention to the cultivation of the basic knowledge of subjects, the cultivation of professional quality, and the cultivation of professional practical ability, but also the cultivation of innovative quality and social-emotional ability, the cultivation of pro-natural plot, and the awakening of the same reason. Heart. The third educational reform breaks the unified pattern of school talent training and builds an interactive talent training system that integrates schools, families, enterprises, and society on the Internet platform, which is conducive to the formation of a lifelong learning system and a learning society.

On the other hand, education can instill thinking. It keeps people innovating and always looking for ways to improve human life. People are familiar with the tricks of various industries that allow them to stay comfortable in their lives. It is education that creates all these professions. In fact, without education, there would be no professions such as doctors, engineers, lawyers, teachers, etc., and there would be no civilization.

Typical examples are the indigenous tribes of Africa and the Amazon. Although they have their society, the lack of education makes them obsolete and unable to compete with the current era.

2) Education protects all cultural values and beliefs.

Education protects all cultures. Thanks to education, we learn about cultures from centuries ago. It acts like a sieve that separates negative cultural values and helps

spread beliefs and practices that are good for humanity.

Modern civilization as we know it today is a copy of the Roman Empire, which also adopted the structure of the previous Greek civilization.

To achieve such a milestone, there must be a way to transfer the knowledge of craftsmanship and technology to the modern world. This is where education comes into play. Everything we use today seems to have been borrowed from the ancient world. Numbers, calendars, mathematics, philosophy, agriculture, and other disciplines, all trace back to ancient civilizations.

For instance, we know that philosophy originated from the Greeks, the first writing system was the Cuneiform in Mesopotamia, while the first people to practice organized farming practices were in Mesopotamia around 11,000 B.C. All these practices have been adopted and improved over the years to create this complex civilization we have today.

3) Education brings domestic and international solidarity.

At the national level, we can see students from different racial, ethnic, and religious backgrounds sharing the same curriculum, classrooms, and other school facilities. They help each other on assignments and even gather in educational groups to build teamwork in them.

This inclusive education enables students to appreciate different customs and cultures. Through this interaction, they can see and understand different perspectives from their perspective. It also helps remove cultural biases they may have acquired from their racial background.

For example, the situation in developing and third-world countries is not very different. They borrowed the same

educational structure from developed countries. They have schools, although the hardware environment is poor, and the teacher-student ratio is not up to standard. However, educated people are distinctly different from illiterate people and have a higher chance of being successful in life. With education, the world becomes a global village. We see students from third-world countries seeking scholarships to study abroad and pass on the knowledge they have acquired to their own countries.

4) Education also advances the political landscape of a country.

Gone are the days when society was ruled by the absolute power of the royal family. People are aware of their rights and civic duties in a civilized society with a good education system. When it comes to leadership, education produces the best leaders. Educated leaders have greater clarity in their decision-making and problem-solving approaches. They are also open to new ideas and suggestions, a prerequisite for social progress.

Take former US President Abraham Lincoln as an example. Because of his self-education, he is a charismatic leader and speaks eloquently. He was also recognized for ending slavery in America. As a result of his actions, the United States has undergone a complete social transformation that has made it the global leader it is today. President Lincoln was a man who loved learning and therefore made the commendable decisions that made America great.

Many factors can lead to social change. But for change to make sense and spread into the future, education is needed. Education preserves culture and records facts that will be used by future generations. It provides people with trading skills and techniques to improve their financial capabilities. It also empowers them to think,

make better decisions and innovate. Most importantly, it removes ignorance, the main stimulus to human stagnation.

To sum up, social changes and transformation will affect education, and education, as the outcome of social change and transformation, will also affect social changes to a certain extent and play a role in social changes. That is, social change has a decisive effect on education, and education has a functional effect on social change.

Conclusion

Education is a practice activity to promote the socialization of individuals and a personalized society. In the narrow sense, it means the school education of the educators according to the requirements of a certain society or class. It mainly refers to the influence of social factors on individual development and the influence on people's social and mental development.

Social change is the development of society, progress, stagnation, backward, and other the sum of all phenomena and processes, contains both social progress and regression, and includes social integration and disintegration, generally refers to any social phenomenon, including all macro and micro changes, social longitudinal forward and backward, social horizontal differentiation and integration, normal and abnormal change, social quantitative and qualitative change, social relations, lifestyle, behavior norms, the change of values, etc.

The relationship between education and social change has always been the core topic in the process of discussing education. Educational social scholars usually divide the relationship between the two into three categories: education is the result of social change, education is the cause of social change in people's ideas and ideology, and

education is the influence on most social change.

The deep interaction between education and society has promoted the development of education, provided talent support for social reform, and promoted social progress. With the progress of society, the form of knowledge has experienced experience form, principal form, and superposition form, which has promoted the transformation of the direction of education development. Education is in essence future-oriented and carries people's imagination of happiness and a better future. Value, subjectivity, and futurity are three important dimensions in constructing the future imagination of education. The future development of education needs to strengthen value consciousness, accelerate

organizational reform, maintain the dominant position of people, and reconstruct the pattern of curriculum teaching to build a truly modern school. From the perspective of the relationship between social development and education, the education system, as a subsystem of society, is restricted by other systems in all aspects, and at the same time has a dynamic reaction to other systems. Productive forces, political and economic systems, and cultural influences restrict the development of education. At the same time, education also has social functions and hurts the politics, economy, and culture of society. Therefore, when society changes in history, it is inevitable to call for the transformation of education. Social stages in different historical periods require different educational models.

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