

THE ESSENCE OF A SYSTEMATIC APPROACH TO THE ANALYSIS OF THE CHARACTERISTICS OF THE PEDAGOGICAL SYSTEM

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Abstract: *In this thesis, if we consider educational processes as a whole pedagogical system, their organization and management should also have a systematic nature, and the content and essence of the systematic approach to the analysis of the characteristics of the pedagogical system is explained in this thesis.*

Taking into account that the pedagogical system has characteristics of interaction with the external environment and other systems, the educational processes organized in schools, i.e. lectures, seminars, practical training, group activities, excursions, roundtable discussions, meetings, competitions and contests organized in subjects, art festivals, conferences, and events in various other directions (pedagogical analysis, mutual lesson observation, mentor-student system, counseling), independent education, self-education, independent information, independent work, the process of educational relations (human-human, human-technological-human, human-book-human, human-nature-human, human-art-human relations), as well as the set of pedagogical experience-testing and pedagogical practice processes and their interdependence make up the pedagogical system we can say that it is enough.

Therefore, if we consider educational processes as a whole pedagogical system, taking into account their interdependence, their organization and management should also have a systematic nature. We can show the content and essence of the systematic approach to the analysis of the characteristics of the pedagogical system based on the following principles:

- teachers and students, who are considered participants of the pedagogical process, act as subjects of this process, that is, the subject-subject (teacher-student) relationship is determined in the educational process;

- goal orientation, consistency and interdependence of the activities of the subjects of the pedagogical process;

- comprehensiveness - the fact that educational processes are a set of interrelated and related constituent parts;

- integrativeness - mutual unity of internal and external factors serving movement and development;

- interdependence - the existence of educational processes as a separate system and as a constituent part of a higher-order integrated pedagogical system;

- communicativeness - the fact that the pedagogical system has characteristics of interaction with the external environment and other systems.

The diversity and complexity of problems in the direction of organization and management of educational processes not only implies a qualitative change in the organization and management of educational processes, but also determines the need to improve its content.

Educational and educational processes aimed at achieving the goals set for schools, planned in advance and organized at the level of available opportunities and scientific and pedagogical potential, include the main (educational) and auxiliary (providing and creating conditions and opportunities) processes.

Educational processes as a whole organism develop based on internal changes and the system of mutual relations stabilizes. Tasks in achieving the goal, solving various problems are carried out using modern methods, the results are adapted to the requirements of the time, and the effectiveness of the pedagogical system is ensured.

When changing the general model of educational processes, it is necessary to be based on the capabilities, initial concepts and beliefs of teachers and students, because the updated model can meet the changing educational and spiritual needs of students at the level of modern requirements, teachers with advanced pedagogical experience and high level of knowledge, skills and qualifications it is necessary to create the necessary conditions and opportunities to apply their experiences and develop their creative potential.

Based on the results of our research work, it can be said that based on changing the general model of educational processes, to create the necessary conditions and opportunities for the participants of this process, to develop their activities and to determine subject-subject (teacher-student) relations in the pedagogical process, taking into account the following basic principles need to get:

- when the ways of effective development of educational processes are roughly determined, success in their development depends on the abilities of subjects, pedagogues' ability to see favorable situations and not miss them;

- for the successful development of educational processes as a systematic object, it is necessary to ensure and coordinate the pace of development of all constituent parts, the integration of relations and activities of subjects;

- success in the development of educational processes depends on the ability of teachers to see the future and identify development opportunities based on existing factors;

the impossibility of forcibly determining the directions of the development of educational processes without determining the abilities and initial concepts of the subjects;

- non-existence of the possibility of ensuring the effectiveness of educational processes based on the methods of strong, mandatory and comprehensive influence;

- that (local) influence on constituent parts and joints in a clearly defined manner serves as a basis for achieving good results in the effective development of educational processes.

When changing the general model of educational processes, it is necessary to take into account their dependence, that is, to pay special attention to the fact that the efficiency of each of them affects the efficiency of the other process.

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