



Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

THE ROLE OF A SYSTEMATIC APPROACH IN THE EDUCATIONAL PROCESS

Submission Date: December 20, 2023, **Accepted Date:** December 25, 2023,

Published Date: December 30, 2023

Crossref doi: <https://doi.org/10.37547/ijp/Volume03Issue12-41>

Butaeva Nargiza Buriboyovna

Free Researcher Of Jizzakh Polytechnic Institute, Uzbekistan

ABSTRACT

Systemic thinking is designed to identify not things, their interrelationships, not momentary states, but patterns of change. A systematic approach fails to distinguish the structures of complex cases. Therefore, the systematic approach reflects the ability to apply a systematic approach to various aspects of practical activity.

KEYWORDS

Systematic analysis, system-active approach, thinking, formation, development, purpose, content, conditions, form, method.

INTRODUCTION

The method of analysis and its management is based on a goal-oriented approach, in which all components of the system are interrelated and are designed to realize certain goals and tasks, which find their solution in a certain activity. Therefore, the systematic approach in education is also called the systematic-activity approach and takes into account its activity categories and main components.

Recently, the systematic approach in understanding the world, creating an objective pace of existence, the essence of its universal principles in the study of specific sciences, including pedagogy, is expanding [1].

Today, the system-activity approach covers the field of education as well. The educational system is putting new tasks before us, demanding us to change our way of thinking. In the implementation of the new standard, every teacher should go beyond his subject and think first of all about the development of the student's personality, he should form universal skills in the student, because without them, the student cannot succeed in the next stages of education or in his professional activity. The issues of using the ideas of the systematic approach in the analysis of social and psychological phenomena, in the organization of the

educational process, and in the processes of personality formation and development P.P. Blonsky, L.S. Vygotsky, M.M. Rubinstein, V.P. Anan'ev, L.I. Bojovich, V.V. Davydov, A.N. Leontev, A.V. Widely covered in the scientific research of Petrovsky and others [3].

The modern science of pedagogy, in considering the theoretical problems of the systematic approach to the organization of pedagogical processes, the following scientists V.I. Andreev, Yu.K. Babansky, V.P. Bepalko, Yu. Gordin, V.V. Guzeev, M.A. Danilov, V.I. Zvyaginsky, M.I. Makhmutov, B.T. Likhachev, L.I. Mishchenko, V.V. Kraevsky, N.A. Plotnikov, M.N. Skatkin, V.A. Slastenin, G.N. Based on the research of Filonov, N.D. Khmel and others [2].

Pedagogical system research scientist V.I. Zagvyazinsky understands the following - theoretical development and practical application of education and training systems, their embodiment in social and pedagogical goals, theoretical and pedagogical concept of subject content, principles and tools of education and training.

In modern pedagogical reality, management of pedagogical processes is considered as a pedagogical system. According to scientists, the pedagogical system as a whole system embodies a set of goals, content, conditions, forms and methods. Therefore, the pedagogical system means a large number of interrelated structural components, which are embodied in a holistic pedagogical process for the purpose of personal development.

According to famous scientist B.T. Likhachev, integrity (integrity) is an important feature and quality of the

pedagogical system, which realizes internal and external relations of pedagogical activity [6].

Researcher N.D. Khmel describes the integrity of the pedagogical process as its characteristic:

- a) the integrity of the system of "pedagogues-students" is the unity of goals and results of the interaction of various systems within the pedagogical process;
- b) unity of pedagogical and socio-pedagogical processes and its components;
- c) one system of functions of all components of the object, its internal unity and a sign of integrity;
- d) the need for joint and separate and cooperative activity of the participants of the process of activity and communication, all subjects;
- e) the pedagogical process can manifest itself in a holistic way, if the social organizational activity is manifested as a joint activity of subjects.

From the point of view of the systemic approach, the objects entering the system should be viewed together with other objects and events. No living being, no community, no artificial object can exist without a relationship with the environment. But it is impossible to take into account all the connections in practice, it is meaningless in theory.

It is enough to identify stable relationships that greatly affect the solution of the given problem. To determine such a specific goal, we use the concept of a systematic approach [5, 7].

The use of a systematic approach in pedagogy, including the study of different perspectives on the

pedagogical process, allowed scientists to identify the main signs that indicate the integrity of the pedagogical process:

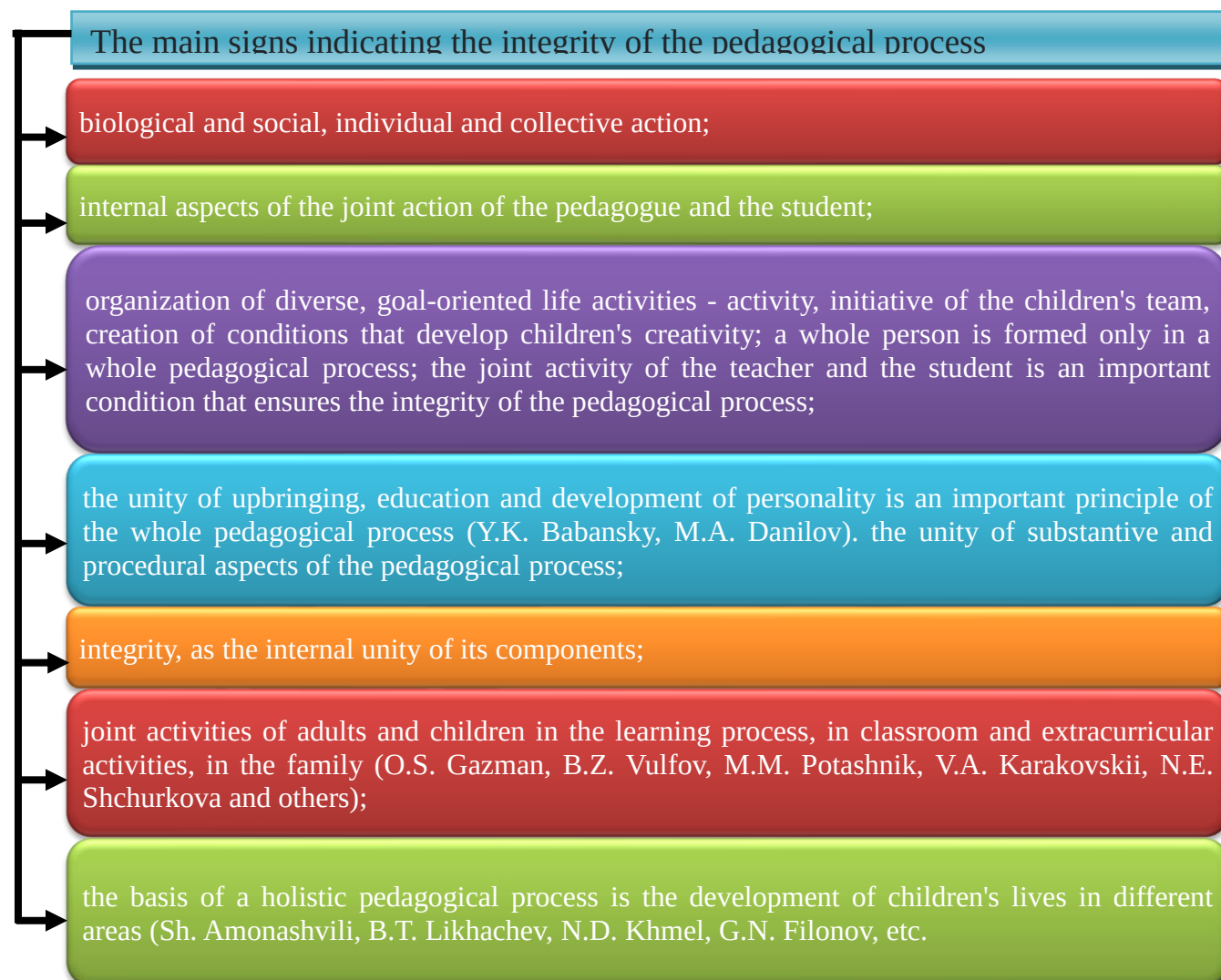


Fig. 1. The main signs indicating the integrity of the pedagogical process in the systematic approach.

Therefore, the systematic approach allows to interpret the entire pedagogical process as a system as one of the methodological bases of pedagogical research. In systematic analysis, as many elements of the object

under analysis, the joint properties of these elements are considered.

The systematic approach is considered the leading universal approach to the understanding and

understanding of any object; this methodological direction is based on socio-scientific knowledge and social practice, based on the study of objects as a system. The use of this approach in pedagogy allows to determine the various components of scientific knowledge and it is described as a pedagogical system as follows: integrity, connection, structure and organization, system level and hierarchy, management, system purpose and appropriateness, system self-organization, its existence and development.

According to V.G. Afanasev, the need for a systematic approach to the solution of theoretical and practical problems in the modern world "comes from life itself, from the high level of integration of the educational process", where "everything is interconnected", the solution of one problem depends on the solution of many other problems, "problems are systematic and has a complex character.

Before defining systems thinking, let's look at the term "thinking". In the Small Academic Dictionary, the term thinking is classified as: the ability of a person to think, reason, draw conclusions; the main stage of reflecting objective existence through consciousness. Although the term "systematic approach" is actively used in the philosophical vocabulary, it does not stand out. The concepts of "system" and "thinking" are defined separately, including thinking - the process of active expression of the objective mind in concepts, judgments, theories, which is aimed at general understanding of real existence or the solution of these problems; Highly organized matter is a product of the brain.

Thinking, according to S. L. Rubinstein, is the understanding of objective existence by opening direct connections.

According to researcher G.K. Selevko, thinking is a process by which a person understands the objects and events of the world and the relationships of life, solves vital issues, searches for unknown things, and sees the future. In the pedagogical encyclopedic dictionary, thinking is interpreted as a direct representation of the external world, it analyzes information based on the acquired knowledge, skills and abilities, creates plans and programs of its behavior.

In his ABC, Donelloy H. Meadows defines thinking as follows: Systems thinking is a new way of studying and understanding the world, in which "everything is related to everything else", in which the interrelationship is not one-way, it does not form a cycle of feedback, in which the system is made up of the essence of its constituent parts. also has a greater meaning.

Specialists in the field of systematic thinking are called systematic thinkers. Systems thinking is explained in the Glossary of Marketing Terms as follows:

1. Systemic thinking, in contrast to linear ones, is not a collection of different parts, but is considered as a whole.
2. Systematic thinking is aimed not at identifying things, but at determining their interrelationships, not at their momentary state, but at changes in laws.
3. Systematic thinking is necessary in distinguishing the structures that make up a complex situation.

4. The essence of systems thinking is that it sees not one-way cause-and-effect relationships, but interdependence, and changes in processes, not static states of things. Systematic analysis studies any system of nature and its complexity.

Systematic thinking V.V. In Utemov's interpretation, thinking takes into account all aspects of a systemic approach - comprehensiveness, interconnectedness, integrity, multifacetedness, and unlike in indivisible, synergistic thinking, it takes into account all the essential things affecting this system [2].

The alternative (alternative) of systematic thinking is considered object (things) thinking. Object thinking sees objects in isolation, ignoring all the important parts and the internal and external relationships between them.

Systematic thinking is a type of thinking, which means a holistic understanding of things and events, taking into account the connections between them. Any object, subject, event, process, scientific theory, artistic image, etc., constitutes a certain system. The elements of each system are arranged and interconnected in such a way that the system works in the same direction.

Systematicity is a property of a particular element that allows it to embody all the signs of a system. Systematic thinking researcher According to I.A. Sychev, thinking is a process, and the subject perceives the activity of thinking as a system and, accordingly, distinguishes its systematic features, relationships, and laws.

In pedagogical and psychological literature, systematic thinking is often associated with such concepts as

"critical thinking", "analytical thinking", "creative thinking", "reflection".

I.O. Zagachev, S.I. Zair-Beckler states that critical thinking is "reflexive, evaluative thinking" in which knowledge is not the last but the starting point, reasoned and logical thinking, and they rely on personal experience and verified facts. Critical thinking is considered an important type of mental activity that allows a person to make a correct judgment about the proposed viewpoints or model of behavior.

About this V.N. Bryushinkin states: "Critical thinking is a sequence of mental actions aimed at checking the compatibility of ideas or a system of ideas with the facts, norms, and values in use. Analytical thinking is aimed at studying different situations in small parts, or considering the cause of the situation step by step» Analytical thinking includes the systematic organization of a problem or situation (situation); to determine the structural similarity of various features and aspects; review priorities; identify temporal sequences; such as determining causal relationships.

Creative thinking is one of the types of thinking, which means subjective understanding of new products or innovations. These innovations require motivation, purpose, evaluation, substance.

Creative thinking is different from reproductive thinking. Reflection is self-analysis, thinking, evaluating the situation, reflecting on the direction and conditions of one's activity. "Systematic thinking is designed to see a whole, a whole, in place of different parts, as opposed to a series, a series.

In conclusion, an effective research direction for the study of complex objects is based on a systematic approach. This scientific direction is a methodology for

researching complex objects, which looks at these objects as goal-oriented systems and serves to study the properties of these systems and the interrelationships between their goal and the means of achieving this goal.

REFERENCES

1. Тайлақов Н.И. Таълим технологияси яратишга қўйиладиган талаблар. Халқ таълим 2005.-№2.- Б.17-20
2. Авазов Ш. Экологическое воспитание старшеклассников селской школы в процессе краеведческой деятельности: Автореф. дисс. канд. пед. наук.-Ташкент, 1993. -19 с.
3. Аверьянов А. Н. Системное познание мира: методологические проблемы / А. Н. Аверьянов. – М. : Политиздат, 1985. – 263 с.
4. Азизходжаева Н.Н. Педагогические технологии в подготовке учителя. –Ташкент, 2003. -237 с.
5. Аксел Е.В. Особенности технологии ментальных карт и ее применения в учебном процессе (на примере учебной дисциплины биологии).
6. Зиёмухаммедов Б., М. Тожиев. Педагогического творчества учител.- Пятигорск, 2002.
7. Саченко ЛП. Диагностик развития педагогического творчества учител.-Пятигорск, 2002.

OSCAR
PUBLISHING SERVICES