

PEDAGOGICAL FOUNDATIONS OF SYSTEMATIC ANALYSIS IN IMPROVING THE EDUCATIONAL PROCESS

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Abstract

This article provides insights into the pedagogical foundations of systematic analysis in improving the educational process, and comprehensively covers the role and importance of systematic analysis in implementing the requirements of the state for the development of the education system today and in further developing the education system.

Keywords: Pedagogical activity, the concept of the pedagogical system, the pedagogical team, educational work, pedagogical systems, small systems, medium pedagogical system, large systems, the educational process.

Introduction

The world surrounding man is vast and rapidly changing. It is made up of complex self-organizing systems, and it is not easy for a person to understand and comprehend the evolutionary laws in it, of course. However, in this mysterious world, man lives striving to ensure his existence. Some are stable, prosperous, some are average, and still others are striving to make a living. But the desire for a decent life in the human psyche is a primary feeling that leads it to progress. In this sense, in societies that strive for dreams and hopes, the individual seeks answers to the pressing questions "what, why, for what, for what, how, from where". He strives to know the essence of existence and to reveal the secrets of his own existence in it. Along with revealing the secrets of nature, a person achieves knowledge of his own capabilities and the capabilities of the society in which he lives. Knowing the essence of things and events leads us to the path of solving problems.

In this respect, the only factor of development is the level of scientific culture achieved by these nations. Cultures in a broad sense form the system of values, the content of social institutions, management skills, the discovery of techniques and technologies, and the complex of scientific and educational development. Such leading spiritual factors are the basis of education in the society, and development improves the standards. That is, what kind of goals does a person and society set for themselves, are they steady on the way to their goals, do the determined activities represent national interests? Is the people's vision common to development?

Philosophers predict that as society experiences ongoing crises (social, political, spiritual, economic), this phenomenon indicates a number of shortcomings in the education system, which is aimed at forming the human spirit with knowledge, worldview, and morality that can meet modern demands.

Indeed, ignoring education as a matter of national happiness or failing to take into account its



needs is dangerous for individuals and society. The absence of an education system that meets objective and real needs in society leads to the inconsistency of the goals of social development. In this case, leaving it spontaneous, as it is, is tantamount to wasting a historical opportunity and wasting natural resources. The policy of the former Soviet regime in the past is a vivid example of this. Only after independence has the education system based on national and universal values served to unite the nation around single, noble goals, create ideal ideas in society, and train modern, competitive specialists. However, the intensity of integration processes, the rapidly changing social and political realities, define the tasks of constantly improving innovative and technological approaches in society, using effective methods and tools of social management, and keeping up with the steps of development in the international community as the call of time, which causes many problems to arise.

In this sense, today's urgent tasks include studying the problems of development of all areas of society on the basis of a comprehensive, integrated, unified system, setting transparent and clear goals for society, regularly checking the progress of reforms, focusing on the formation of its effective measures, development of creative and creative initiatives of the population, and stimulation of independent activities. In particular, strategic goals are enhanced by aligning them with tactical methods, choosing rational solutions, developing and implementing program plans at various levels of activity, not being afraid of the scale of problems, and creating a unified social system armed with scientifically based and operational tools aimed at ensuring their solution.

The essence of the program and the needs of science in the decisions being made is, first of all, the issue of understanding the harmony of man, society and nature. The ideas that "man is above everything, subjugates all existence" are left behind. Nature is not a passive space, it has the mechanical power to organize itself. Man is its part, society must study the laws of nature, rationally adapt to the existing environment and reality, and follow the laws of social processes. Thus, the answer to the question of "what should be done" becomes clearer by turning to science. The potential to formulate development goals based on rational ideological principles is determined by the enlightenment of society. Enlightenment depends on the degree to which the education system in society is organized in a way that is consistent with its goals. Because generations that have learned the essence of the laws of nature and human society, understood the value and dignity of man in it, strived for harmony in space and time, acted on the commonality of interests, and were brought up with scientific logic and sound thinking will be able to create a stable and prosperous social life. In other words, the purposeful and promising development of society is determined by human spirituality.

In this sense, the theory of systemic analysis leads to the improvement of the educational model in pedagogy. Its specific methodology is an analysis formed by the synthesis of various disciplines, specializing in solving problems of nature and society. It combines processes aimed at preparing, substantiating alternative solutions, solving problems through various methods, gives recommendations and conclusions. Because the era itself presents people with new tasks with solutions, the understanding, knowledge, implementation, and solution of which lie in the content of the educational system established in society. Therefore, the methodological foundations of systemic analysis in pedagogy require the adaptation of its technology based on the requirements of the era and social relations that are constantly developing.



The next task will be to develop projects for all types of lessons in academic subjects in order to implement the national model of pedagogical technology in the educational process. Project-based teaching is fully theoretically justified, and today its implementation in the educational process is one of the most urgent issues. At this point, by answering the question of what factors should constitute a national model and its design, the actual purpose of education becomes clear. This primarily entails the tasks of improving the assimilation of our national-spiritual, historical-literary, socio-political heritage into educational processes, achieving practical effectiveness of design based on pedagogical technologies, and understanding, comprehending, and implementing values. Because the educational system of historical heritage lessons performs the most important tasks for the education of the younger generation. Our cultural heritage, which has become national values, is recognized as an important source that can radically change the lifestyle of millions of learners, affecting all aspects of the material and spiritual life of society. In this sense, the goal of developing the educational system is to develop the ability of the younger generation to think independently, freely, increase its intellectual potential, achieve its upbringing in harmony with the interests of society, prepare it for independent life and ensure the acquisition of professional competence.

However, our current problems are that the theoretical foundations of education and upbringing are lagging behind in their integration with pedagogical technologies. That is, the inherent connection of their application to educational processes - problems between theory and practice - are becoming apparent. The reason for this is, firstly, that the theoretical foundations of modern pedagogical technologies for understanding the importance of our national heritage and introducing it into pedagogical education and training processes are far behind the times, and secondly, that scientists and teachers have not mastered the theory of pedagogical complexes. A person who does not fully understand the theory of complexes will not understand the content and essence of pedagogical technology. It is impossible to put pedagogical technology into practice without knowing the current synergetic worldview and the principle of approaching the whole of existence as a complex, which is its component part.

Systems analysis is an important object of methodological research and one of the fastest developing scientific directions. Numerous monographs and articles are devoted to it.

Each theoretical doctrine of systems analysis is subject to general principles and is refined based on the specifics of local problems. In this sense, there is no general theory of systems analysis that is the same for everyone. There are several options for understanding the essence of systems analysis. These are;

- bringing systemic analysis to a systemic form;
- focusing on structural-functional analysis of systemic analysis;
- equating systemic analysis with a systems approach to analytical activity;
- studying the principles of systemic analysis;
- bringing systemic analysis to a set of methodological tools used to prepare, justify and implement solutions to complex problems.

Currently, scientific and pedagogical theoretical developments in various areas of management have not reached a clear conclusion. There is no analysis of the decisive points of management tasks, and such analysis suffers from a deficit of technological schemes. For this reason, systemic analysis in management currently does not have a developed practice, and reflects declarations



that do not have any serious technological support.

Systems analysis is a relatively young and at the same time rapidly developing science. The reason for its rapid development is the growing demand for science to solve complex problems and develop systematic projects. Thus, the need for systems analysis in pedagogy is caused by the developing level of technology and science, as well as socio-economic changes taking place in society.

Taking into account these scientific needs, this manual aims to compile and convey the primary principles of the foundations of systematic analysis in pedagogical activity. The main goal is to provide practical recommendations to specialists engaged in pedagogical activity.

In this regard, the goal is to introduce the theoretical and methodological principles of the foundations of systemic analysis into pedagogical activities, improve the quality and effectiveness of innovative approaches in this area, and at the same time, enrich the qualifications of teachers based on new models by implementing experiments with optimal solutions to emerging problems.

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