



International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

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IJIEMR Transactions, online available on 29th April 2022.

Link: <https://ijiemr.org/downloads/Volume-11/Issue-04>

DOI: 10.48047/IJIEMR/V11/I04/81

Title: **TECHNOLOGIES OF SYSTEMATIC APPROACH TO THE ORGANIZATION AND MANAGEMENT OF PEDAGOGICAL PROCESSES IN VOCATIONAL EDUCATION INSTITUTIONS**

Volume 11, Issue 04, Pages 502- 509

Paper Authors: [Ismailov Nodirbek Abdugapparovich](#)



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TECHNOLOGIES OF SYSTEMATIC APPROACH TO THE ORGANIZATION AND MANAGEMENT OF PEDAGOGICAL PROCESSES IN VOCATIONAL EDUCATION INSTITUTIONS

Ismailov Nodirbek Abdugapparovich

Namangan State University

Department of Education Management,

Master's degree in Management of Educational Institutions

ismailovnodirshox@gmail.com+998934067799

Annotation. *Today, the training of the necessary and mature personnel for the society has become the main and primary goal of every pedagogical direction. In particular, the organization of the teaching process using modern technologies is an example of the manifestation of this pedagogical skill at a new stage. In this article, the author describes in detail the importance of a systematic approach to the organization and management of the pedagogical process in vocational education institutions with the help of new modern technologies.*

Keywords: *pedagogical process, teacher skills, modern technologies, staff training, student, system management., Shurtugay, Northern Bactria, monument, Altyn-depe, Central Asia, Amudarya.*

INTRODUCTION

Pedagogy as a field of education and upbringing, the field of human education reveals patterns pedagogical process, as well as the formation and development of the individual in the pedagogical process. Pedagogy recognizes its object - the growing and developing person, in the inseparable combination of natural, social and individual. The subject of pedagogy is education as a truly integrated pedagogical process organized in special social institutions (family, educational and cultural institutions). In this case, pedagogy is a science that studies the essence, laws, trends and prospects of the pedagogical process (education) as a factor and means of human development throughout life. On this basis, pedagogy develops the theory and technology of its organization, forms and methods of improving the activities of the teacher (pedagogical activity) and different types of student activities, strategies and

methods of their interaction. The origin of the term "pedagogy" comes from the Latin word "daydagogos", which means "play" - "child" and "aygogeyn" - "to lead", as follows: the visiting, educator-slaves were called 'pedagogues'. He was responsible for the development of children. He took the slave's child to and from school. The teachers at the school were called "didaskals" (didayko-I teach). As for the feudal society, as a result of cooperation of people of both professions, special educators were created. As the Czech pedagogue J.A. Kamensky noted, they were called "pedagogues" and the word is still used to refer to teachers.

In the system of pedagogical sciences there are network pedagogies aimed at the youth of pupils. Including: pedagogy of preschool education, pedagogy of general education, pedagogy of secondary special, vocational

education, pedagogy of higher education, pedagogy of production, pedagogical management, pedagogical pedagogy, gerontopedagogy, military pedagogy, new pedagogy technologies, etc. This field of pedagogy studies the laws of the educational process in general and secondary special, vocational education, higher education institutions in preschool education. In recent years, family pedagogy, vocational education pedagogy, military pedagogy, sports pedagogy, etc. have been formed. Pedagogy is inextricably linked with general psychology, youth psychology. Psychology explains the laws of mental development of the individual at different ages, the mechanism of change of the human psyche under the influence of education. Therefore, in the process of education, the teacher should study the mental development and personal qualities of students. Only then can it be effective. In the field of pedagogy, such a glorious task as the formation of a harmoniously developed generation is based on the "national model of education" in the teaching of each subject, the methodological, educational theory and practice of the theory and practice of science, management of the education system, the history of pedagogy.

The educational process is an integrated educational system. Managing it requires a systematic approach. This requires an in-depth theoretical analysis of the nature of the educational process as a system, the laws of its functioning and development, as well as the essence of the pedagogical process. The systemic approach in pedagogy implies an attitude to pedagogy as a system - a set of well-structured and closely interconnected elements. This approach is more qualitative and modern than the traditional subject approach. Any systematic approach is defined by five basic

principles: integrity, hierarchy, structure, multiplicity, and consistency.

- A hierarchy is a set of system elements, each of which has a specific value and is subordinate to other elements, or to other elements of the system itself.
- Structuring is the process of combining different elements of a system into separate subsystems according to certain characteristics. Each of these subsystems, in turn, may have different relationships with other subsystems.
- Plurality involves the use of many different models to describe each individual element and the system as a whole.

The latter principle, by its very nature, unites all other principles because it says that each object can have all the features of a system. For the first time, a systematic approach to pedagogy took a stable scientific and pedagogical form in Ya.A.'s work "The Great Didactics". The solution to these and many other problems related to education and upbringing is probably a systemic approach. The results of research in the field of psychophysiology of the individual create a scientific basis for improving the traditional education system and changing the basics of teaching technology, using the natural capabilities of the individual - to move to the standard. The systematic approach is carried out through communication with the learning process of extracurricular activities. The development of a coherent system of educational theory and teaching theory allows to describe all its main elements (goals, content, tools, methods). The systematic analysis method is also used in the study of learning processes. The content of the subject includes the basic scientific concepts, facts, laws, methods, theories of a particular subject. But science is not only the sum of knowledge about an object, but also the activity in which the

process of knowing it takes place. When talking about the content of traditional dialectics education, it is limited to considering the ways, means, forms of conveying “ready” knowledge to students, assimilation through direct perception and subsequent memorization thinks that will happen.

The pedagogical process is the developing interaction of educators and educators, aimed at achieving a given goal and leading to a pre-planned change in state, transformation of the properties and qualities of educators. In other words, the pedagogical process is a process in which social experience is melted into personality qualities. In the pedagogical literature of previous years, the concept of "educational process" was used. Studies of teachers have shown that this concept is narrowed and incomplete, not reflecting the entire complexity of the process and, above all, its main distinguishing features - integrity and generality. Ensuring the unity of education, upbringing and development on the basis of integrity and commonality is the main essence of the pedagogical process . Otherwise, the terms "educational process" and "pedagogical process" and the concepts they denote are identical. Consider the pedagogical process as a system. The pedagogical process is the main, unifying system. It combines the processes of formation, development, education and training together with all the conditions, forms and methods of their flow.

The pedagogical process as a system is not identical to the process flow system. The systems in which the pedagogical process takes place are the system of public education, taken as a whole, the school, the class, the lesson, and others. Each of these systems operates in certain external conditions: natural-geographical, social, industrial, cultural and others. There are also specific conditions for each system. Intra-school conditions, for example, include material

and technical, sanitary and hygienic, moral and psychological, aesthetic and other conditions.

To analyze the pedagogical process as a system, it is necessary to establish an analysis criterion. Such a criterion can be any sufficiently weighty indicator of the process, the conditions for its flow, or the magnitude of the results achieved. It is important that it meets the goals of studying the system.

The components of the system in which the pedagogical process takes place are teachers, educators, and the conditions of education. The pedagogical process itself is characterized by goals, objectives, content, methods, forms of interaction between teachers and students, and the results achieved. These are the components that form the system - target, content, activity, and result.

The target component of the process includes the whole variety of goals and objectives of pedagogical activity: from the general goal - the comprehensive and harmonious development of the personality - to the specific tasks of the formation of individual qualities or their elements. The content component reflects the meaning invested both in the overall goal and in each specific task, and the activity component reflects the interaction of teachers and students, their cooperation, organization and management of the process, without which the final result cannot be achieved. The effective component of the process reflects the efficiency of its course, characterizes the progress made in accordance with the goal.

The pedagogical process is a labor process, it, like any other labor process, is carried out to achieve socially significant goals. The specificity of the pedagogical process is that the work of educators and the work of educators merge together, forming a kind of relationship between the participants in the labor process - pedagogical interaction.

As in other labor processes, objects, means, and products of labor are singled out in the pedagogical process. Objects activities of the teacher - a developing personality, a team of pupils. The objects of pedagogical work, in addition to complexity, consistency, self-regulation, also have such a quality as self-development, which determines the variability, variability, and uniqueness of pedagogical processes.

Subject pedagogical work - the formation of a person who, unlike a teacher, is at an earlier stage of his development and does not have the knowledge, skills, and experience necessary for an adult. The peculiarity of the object of pedagogical activity also lies in the fact that it develops not in direct proportion to the pedagogical influence on it, but according to the laws inherent in its psyche - the features of perception, understanding, thinking, the formation of will and character.

The application of the ideas of a systematic approach helps to develop the problem of organizing the student's "research" activities and the acquisition of knowledge and skills in a particular scientific field. 3. After A. Reshetova, we consider the educational process as a system. Its elements are goals, content, forms, methods, tools, and outcomes, and they are inextricably linked to the education system. Here, the link that makes up the system is the student's subject activity, that is, the activity that is directly related to a particular learning, the subject of change. These elements provide the formation of activities for solving educational problems, in the process of which specific features are mastered scientific knowledge and skills, as well as the development of students' abilities. Psychological and pedagogical research has shown that the activity of the student in the learning process is reflected in the unity of universal and special forms. The general form of activity is characterized by the

categories of goals, the subject of activity, the means and methods of implementation, its outcome. Academic discipline in solving certain problems These categories are filled with specific content. This is reflected in the development of experimental study of teaching materials. The functions, structure, diversity of this or that activity in solving educational problems are revealed through universal categories. The formation of objective activity in the student is the most important task of didactics today. Its effective solution is possible on the basis of a combination of activity theory and a systematic approach to teaching.

The systematic approach was one such methodological direction of modern science, the formation of which was associated with overcoming the crisis that engulfed scientific knowledge in the early 19th and 20th centuries, although the basic parts, direct and indirect proportions, hierarchical relations, subordination, and the like have been established and developed over thousands of years in philosophy and other sciences. At this stage, the essence of this approach, first of all, it is revealed in the specific features of the tasks that play a central role in its implementation. The main purpose of various systematic studies is to express the integrity of the object under study, i.e. can be expressed as the search for scientific means to describe. Turn an object into a system. Any object of pedagogical research can be represented as a system. However, the structural properties of the pedagogical object are not determined by the properties of the elements that make it up, because they are a certain result of the integrative processes that take place within it. A narrower definition of the pedagogical system for the analysis of integrated pedagogical objects is given by N.V. Kuzmina: The relationship of the structural and functional elements, which are subordinate to the goals of shaping the personality of the

student, can be defined as a willingness to be independent, responsible. An analysis of perspectives on the pedagogical system shows that the question of what is the basis for its selection is of fundamental importance. Science has identified several interrelated structural elements of the pedagogical system, the most important of which are: students, the goals of education (teaching), the content of education (teaching), the study of pedagogical, technical means, organizational forms of pedagogical work. The most convincing, in our opinion, is the view of G.N. Aleksandrov, who understands the pedagogical system as "a system characterized by purposeful activity, special structure, connections and activities aimed at the development of the student", the relationship between its elements. "Pedagogical research provides a radical turning point in the study and improvement of the educational process due to its complexity. There are a number of important points in the application of a systematic approach.

Pedagogy requires the study of the content of education in accordance with the requirements of society and the age characteristics of students, reveals the components of education and the connections between them. At the same time, it summarizes the experience in the field of education and upbringing, shows the prospects and ways of further development of education. When describing the subject of pedagogy, we used the words "education", "upbringing", and "information". These words are interconnected and complement each other. We call them the main category-concepts of pedagogy. In addition, there are concepts such as "student", "teacher", "method", "discipline", "community", "heredity", "environment", "director", which are considered separately when thinking about topics. we stop. As we study the history of education, we become convinced that it is a very ancient process that

humankind has been involved in throughout its life. In the process of upbringing, our ancestors began to look for effective ways, methods and sources of educational impact and implement them, as a result of which ideas, theories and recommendations about upbringing began to emerge. This led to the emergence of the science of pedagogy. World thinkers have contributed to the development of science with their pedagogical ideas. In this process, the contribution of Uzbek thinkers to the history of world pedagogy is endless. It is believed that the idea of education was formed in the VI century BC. In later times, in the formation of pedagogical ideas, the teachings of Zoroastrianism, its sacred book "Avesto" were interpreted as valuable ideas. In the history of mankind, the role of Islamic teachings in the formation of ideas about education is infinite. Pedagogy - one of which is the social sciences. changes. Pedagogy, in the broadest sense, is the science of human education. He studies models of successful transfer of the social experience of the older generation to the younger ones. It exists in order to demonstrate in practice the easiest ways to achieve pedagogical goals and objectives, the laws of education and ways of implementing teaching methods. By definition, this definition of pedagogy can be said to be the science of the laws and laws of human upbringing, teaching, learning, socialization, and creative self-development.

What is the specificity of the processes that form a holistic pedagogical process? It is found in the selection of dominant functions. The dominant function of the learning process is education, education - education, development - development. But each of these processes performs accompanying functions in a holistic process: upbringing performs not only an educational, but also a developing and educational function, and training is unthinkable without the accompanying upbringing and

development. The dialectics of interrelations leaves an imprint on the goals, objectives, content, forms and methods of carrying out organically inseparable processes, in the analysis of which it is also necessary to single out the dominant characteristics. For example, the content of education is dominated by the formation of scientific ideas, the assimilation of concepts, laws, principles, theories, which subsequently have a great influence on both the development and upbringing of the individual. The content of education is dominated by the formation of beliefs, norms, rules, ideals, value orientations, attitudes, motives, etc., but at the same time, ideas, knowledge, and skills are formed. Thus, both processes lead to the main goal - the formation of personality, but each of them contributes to the achievement of this goal by its inherent means.

The mutual activity of the teacher and the student in the pedagogical process is most fully reflected in the term "pedagogical interaction", which includes in unity the pedagogical influence, its active perception, assimilation by the object, the student's own activity, manifested in the impact on himself (self-education). In the course of pedagogical interaction, various connections between the subjects and objects of education are manifested. Especially common are information connections, manifested in the exchange of information between educators and students, organizational and activity connections. When analyzing pedagogical interaction, it is necessary to take into account causal relationships, identifying especially important ones among them. For example, the identification of particularly important causes of shortcomings and successes in the pedagogical process, then allows you to more successfully design new stages of its improvement.

Human development requires the organization of two interrelated processes - training and

education. These two processes have different tasks and therefore, intersecting with each other, and sometimes even coinciding in time, fundamentally differ from each other in methods and forms of organization.

Education is a relatively independent process that has a number of features.

First, education is a purposeful process. Education becomes effective when the teacher specifically highlights the goal of education, to which he aspires. The greatest efficiency is achieved when this goal is known and understood by the pupil, and he agrees to accept it.

Secondly, this is a multifactorial process. In its implementation, the teacher must take into account and use a huge number of objective and subjective factors.

Thirdly, the personality of the teacher plays a huge role in the process of education: his pedagogical thinking, character traits, personal qualities, and value orientations.

Fourthly, the educational process is characterized by the remoteness of the results from the moment of direct educational impact. Education does not give an instant effect.

Fifth, a feature of the pedagogical process is its continuity. Education carried out in the course of the pedagogical process is a process of systematic interaction between educators and pupils.

Education, as an integral system, contains many interrelated elements: the goal, educational information, the means of pedagogical communication between the teacher and students, the forms of their activities and the ways of implementing pedagogical management of studies and other activities and behavior of students.

The specificity of the processes is clearly manifested in the choice of forms and methods for achieving the goal. If in training a strictly regulated class-lesson form of work is

predominantly used, then in education, more free forms of a different nature, socially useful, sports, and artistic activities prevail. The methods (paths) to achieve the goal, which are basically the same, also differ: if training mainly uses methods of influencing the intellectual sphere, then education, without denying them, is more inclined to means that affect the motivational and effective-emotional spheres. The methods of control and self-control used in training and education have their own specifics. In training, for example, oral control, written work, tests, and exams are mandatory. Control over the results of education is less regulated. Information for teachers here is given by observations of the course of activity and behavior of students, public opinion, the volume of implementation of the planned program of education and self-education.

Any systematic approach is defined by five basic principles: integrity, hierarchy, structure, multiplicity, and consistency. The latter principle, by its very nature, unites all other principles because it says that each object can have all the features of a system. One of the founders of the systematic approach is Karl Ludwig von Bertalanffi, an Austrian biologist who has lived in the United States since the middle of the last century and studied the isomorphism of laws in various segments of scientific knowledge. The formulation of the basic principles of the systemic approach was also carried out by A.A. Bogdanov, G. Simon, P. Drucker, and A. Chandler. All of these scholars were far removed from the system of pedagogical sciences, but because of their scientific work it was the impetus for development. The modern concept of a systematic approach in pedagogy differs significantly from the concept of the middle of the last century, but the foundation was laid in those very long years. In pedagogy, a systematic approach allows to study each

element of the system separately and carefully, to analyze and compare them with each other, to combine them into a coherent structure. At the same time, all their similarities and differences, contradictions and connecting features, the priority of some elements over others, the dynamics of development of each element and the whole system are revealed.

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