



 Research Article

PEDAGOGICAL PRINCIPLES OF SYSTEMATIC ANALYSIS

Submission Date: May 20, 2022, Accepted Date: May 25, 2022,

Published Date: May 30, 2022

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-03-05-14>

Journal Website:
<https://masterjournals.com/index.php/crjp>

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ABSTRACT

This article discusses the basic principles of systematic analysis in pedagogy, which is a topical concept in the modern innovative educational environment.

KEYWORDS

Pedagogical principles, the principle of hierarchy, the principle of structure, the principle of relevance, the principle of decentralization, the principle of functionality, the principle of development, the principle of information, the principle of uncertainty, medium and large systems, large system, pedagogical system goals, systemic directions in pedagogy.

INTRODUCTION

A principle (Greek “principium”) is the basis, the foundation, the basic starting rule of any theory; governing idea, the basic principle of activity; generalized demand.

The principles of the pedagogical system are an orderly set of interrelated components that form an integral unit subordinated to the goals of educational development. That is, the characteristics of the



pedagogical system are the integrity of the components involved in the goal, the presence of connections, the expression of functional and structural activity [1:13]. The components of systematic analysis in pedagogy are education, and the remaining elements should serve to ensure that this goal is relevant.

The pedagogical system is characterized by the following features: integrity, structure, systematization and interconnectedness of the environment, hierarchy, information, they achieve order, organizational and structural integrity. As a result of the growing number of students entering the education system in recent years, there is a growing need to expand the theoretical principles of modern methodology in pedagogical activity. Including,

The principle of the pedagogical system (V.A. Gubanov, V.V. Zakharov):

- The principle of the final goal: the priority of the final goal;
- The principle of unity: ensuring the integrity of the system with the sum of its elements;
- The principle of connection: to see all the relevant parts together;
- The principle of module construction: identification of specific modules in the system and ensuring its integrity;
- hierarchical principle: distinguish elements and parts according to their importance, significance;
- functional principle: ensuring the priority of the function over the structure, the interaction of structure and function;
- The principle of development: taking into account changes in the system, the ability to develop, expand, exchange data;

- The principle of decentralization: centralization of management decision-making, the success of decentralization;
- uncertainty principle: taking into account uncertainty and urgency in the system [10:33].

The principle of integrity - reflects the integrity of the elements. That is, it is subordinated to the general principles of goals and objectives. In particular, in pedagogy, the principle of integrity considers the process of formal education, from kindergarten to advanced training, as a large whole, that is, a complex. It consists of the following functionally interrelated parts: preschool education, general secondary education, special education, higher education, postgraduate education and training. As we can see, it is a systematic, open-type, evolving, regenerative, orderly, multi-level, centralized immanent, and complex complex [11:45].

The principle of integrity creates structure. It serves to create the preconditions for the organization of effective management of pedagogical processes. A systematic approach to the management of educational processes creates a clear picture of the system of officials, requires knowledge of its main features, the elements that make up the integrity, as well as external influences and connections that affect the integrity of pedagogical processes. After all, the structure of the system, the components of the system, the future of the organization will be the same. Second, the structure will have the properties of creating new systems. Third, they interact with external communication and influence elements and achieve sustainable performance.

The principle of hierarchy is that the elements of a system are of particular importance, interconnected, or by themselves pulling other elements together to form a certain coherent structural order. While any set



consists of parts that form one step below it and are functionally interconnected, in turn, it serves as part of a set that is one step above that part. The process of continuous education is a whole, that is, a complex of a certain level, which is an element of the complex "Formation of the person", which is one step above its level. At the same time, it consists of a set of elements - "preschool education", "general secondary education", "special education", "higher education", "postgraduate education" and "training". These, in turn, are complex, consisting of complexes one step below themselves. In particular, pre-school education consists of sections: kindergarten, small, medium, and large groups [11:46].

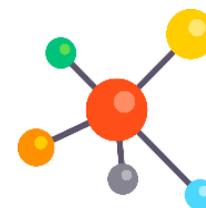
The principle of structure is the combination of different elements of the system with the elements of the system according to different characteristics. In addition, subsystem elements interact with other subsystem elements at different levels. For example, the elements that make up a higher education institution distribute functional functions based on the above principles and serve to achieve the goal. "Academic department", "scientific", "spiritual department" organizes the implementation of tasks aimed at the implementation of functional tasks.

The principle of correlation determines the individual activity of all elements of the system in order to express the model of the elements obtained separately. They form a holistic system with separate properties of individual subsystem elements. It is necessary to pay attention to the main elements that shape the pedagogical system as a fundamental science. They form educational elements that are headed by another constituent element. More precisely, education is the goal, the direction of pedagogy. The principle of connection expresses a separate, however, connection, such as the content of pedagogy - the formation and development of the

individual, the formation of skills in society, community, breaking certain experiences. In this sense, education itself consists of several elements. Education, which in turn forms an integrated system, also consists of several components [5:48]. That is, the pedagogue, which is a key element of education, can simultaneously participate in the formation of the educational complex, and at the same time be an element of the family. Students can also be a student, family and member of a sports club or other association at the same time.

The principle of decentralization - the experience of educational processes confirms that the over-centralization of education leads to the strengthening of administrative management. Lower managers of administrative management, professors, teachers, stifle student initiative. They simply become involuntary performers. In the context of unilateral centralization, it leads to duplication of management functions, loss of time, and increased workload of the manager and the executor. In the same way, decentralization of integrated management can undermine the effectiveness of the pedagogical system. Denial of centralization reduces the accountability, analytical and oversight functions of management and administration. Experience has shown that the blind implementation of democratic games in the education system leads to the disruption of community activities, the emergence of conflicts and contradictions. It is precisely the combination of centralization and decentralization, the establishment of balance, the organization of the division of powers that will serve to increase collective responsibility. The activity between the parts ensures the efficiency of communication, the work of structural units.

The principle of functionality: the main and important goal of the functional activity of the pedagogical system is manifested in the cooperation of the



teacher and the teacher, aimed at the formation of a perfect person, harmonious personality, realization of abilities and talents, development of independent worldview. The purpose of education is to form important fundamental values that cover the moral, aesthetic, labor, intellectual, legal, environmental culture of the individual. In separate areas of educational work, general goals are divided into specific goals. One of its important features is that the management of the educational institution and the effective management of the teaching staff at each stage and time will have to identify specific goals, compare them with general goals and compare them to optimize the results. Thus, the based system makes it possible to compare the activity of the adopted target with the actual situation. Functional elements involved in the pedagogical process - the teacher, the student, define, change, direct the activities of the relevant departments. Planning of educational processes requires constant development and improvement of the pedagogical system. After all, it is not an easy task to determine the state of development of the pupil as a person. However, purposeful planning of educational-natural processes shows the prospects of growth dynamics. For this reason, regular analysis of the decisions made, the organization of their monitoring serves to ensure the sustainability of the functional activity of the pedagogical system.

Functionality check rule: By defining the structure and evaluating the quality of the properties of its elements, it is necessary to observe how it works. The first step of functional analysis is to control the interdependence of the elements of the pedagogical system: purpose, task, essence-content, compatibility of methods. The second step is to analyze how the pedagogical system depends on the elements of education and the factors that affect its development,

providing the pedagogical processes in which the research is conducted. The third step is to determine the relationship between external and internal causes and effects. As a result of the use of these tools, pedagogy allows to identify real problem situations. It allows you to make a clear diagnosis of cause and effect and make informed decisions. [9:53]

The principle of development

This principle means taking into account system change, development potential, adaptation, expansion, part exchange, data collection. In the process of organizing the system, it is necessary to take into account the resources for its improvement, growth and development. The expansion and development of the system will be ensured by incorporating new models into existing models. On the other hand, the principle of development is aimed at taking into account the history, openness of the object to reveal the legitimacy and functionality of the system. Indeed, the incorporation of new models explores, identifies, and takes into account the digestive capabilities of the system structure. Once the level of compliance is determined, system progress is ensured. On the contrary, it is subject to degradation.

The principle of information is the objectivity of the management of the pedagogical system and and the completeness of the information. Its effectiveness is determined by the transparency and accuracy of the required information. In the pedagogical system, the means of communicative communication between teachers and students are considered in determining the purpose of pedagogical processes, the study of issues such as the state of the system, decision-making. Sometimes the lack of information does not allow to make the right decisions, to find quick solutions, to coordinate. Lack of information in the



pedagogical field is often manifested in educational activities. In the learning process, we receive information about mastery and attendance, but we do not have information about the person's extracurricular status, character, home thoughts. For the educator, data collection, its application, and methods of application are among the most important tasks. It is recommended to use such methods as pedagogical observation, questionnaires, tests. Institutional management should also focus on the development and implementation of information management technology.

The uncertainty principle focuses on taking into account the state of uncertainty and randomness in this system. In other words, the trend is that the structure and function of the system or its relationship to external influences are still clearly defined. The complex opening of the system does not obey natural laws. The lowest result situations can be expected in such systems. This method is used when the system does not fit the probability theory. The availability of information about random situations based on stagnation can be seen as a possibility of exit from the system.

Thus, these principles form the pedagogical system as a complex system of goals, tasks, principles, forms and methods in pedagogy and have the features of general integrity. The purpose of educating the foster child is not to take into account the psychological and physiological characteristics of each person. In addition, the influence of family, community, media, books and movies on the educational process will be great. These elements have a hierarchical structure and are distinguished by the choice of methods by the teacher and the student. However, the student's peer was more influential than the teacher. Or the impact of teaching will be greater than the personal example of the parents.

The principles of the system influence the development of the principles of pedagogical education and serve to ensure their practical operation. In particular, we will consider the following educational principles:

Principles of education

Didactic principles (didactic principles) are the content that determines the essence of the organizational form and methods, basic rules of the educational process, organized in accordance with the general goals and laws of the educational process. The principles of education reflect the normative foundations (rules) of education based on clear, historical experience. Knowledge of the principles of education allows you to organize the learning process on the basis of its laws, to reasonably define its goals and to choose the content of educational material, to choose the appropriate form and methods of education. At the same time, these principles allow teachers and students to follow the steps of the holistic process, interacting and collaborating.

Principles are the essence of the educational process, and rules reflect its individual aspects.

Education can be recognized as a system consisting of meaningful and organizational-methodological principles:

I. Meaningful principles of education. They reflect the laws governing the choice of educational content and express the following ideas:

- citizenship;
- scientific;
- educational education;
- foundation and practical orientation (education is connected with life, theory with practice);
- harmony with nature;
- compatibility with culture;



- humanity.

The principle of citizenship

According to him, the content of education should be reflected in the development of individual subjectivity, its spirituality and social maturity. It implies the humanization of the content of education and is associated with the formation of ideas about citizenship, the system of ideas about the social and political structure of the Republic of Uzbekistan, the psychological characteristics of the culture of the Uzbek people, its mentality, national policy and culture.

The scientific principle of education is that the content of education corresponds to the level of development of modern science and technology, the experience gained by world civilization. This principle requires that the content of education, both in-class and out-of-school, be focused on introducing students to the basic theories or concepts of a field, bringing them closer to revealing objective scientific facts, events, laws, modern achievements and development prospects.

The pedagogical principle of education is based on the laws of unity of education and upbringing in the whole pedagogical process. This principle implies the formation of a harmoniously developed personality in the educational process.

The effective conduct of education in the educational process depends on the intellectual development of the individual, primarily on the interests, cognition and individual abilities of students.

The principle of harmony of education with nature. Commenting on his idea of harmony with nature, Ya.A. Comenius noted that childhood is the most favorable period for the process of education, as life in nature begins in the spring. The morning hours are

very convenient for doing the workouts. Giving students knowledge based on their age will ensure that this knowledge is understandable to them. Hence, the idea of harmony with nature is the basis of the principle of education, such as slowness, consistency and independent activity.

The Uzbek pedagogue Abdulla Avloni (1878-1934) was a follower of the idea of harmony with nature in the organization of education and upbringing. In his book "Turkish Gulistan or Morality" he expresses confidence in the natural perfection of the child's personality. A. Avloni writes that a child is born by nature in harmony with beauty and kindness. According to the scholar, the task of education and upbringing is to create conditions that promote the development of the child's personality.

The principle of humanity in education implies the dignity of the child as a person, ensuring his freedom and happy life, developing him, realizing his creative potential, helping him to find his place in life, and so on.

The words "humanity" and "humanity" are derived from the Greek word *humanus* "humanity." Humanism is a spiritual and moral concept. The idea of humanity first appears in the views of ancient philosophers (Socrates, Plato, Aristotle, etc.). In Central Asia, humanitarian ideas flourished during the Eastern Renaissance. According to Abu Nasr al-Farabi, a child should first be brought up as an educated, generous person, because negative shortcomings arise from childhood. Therefore, it is important not to make mistakes in the upbringing in the family.

In the current conditions of building a legal, democratic society in the Republic of Uzbekistan, the system of continuing education faces the task of educating a well-rounded, well-developed, free, independent-minded person. This task is positively



addressed in the process of education and upbringing by having a humane attitude towards children. Being humane towards children means caring about their destiny, being able to see their abilities, believing in them, as well as appreciating the child's right to make mistakes, to have a personal point of view.

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