

Systematic Approach And Its Application In The Sphere Of Higher Education

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Abstract – The article deals with the importance of application of systematic approach in the system of higher education. In the Republic of Uzbekistan, special attention is paid to the improvement of the higher education system and the reformation of the content of the training of competitive higher education specialists and the management of innovative activities in higher education in accordance with modern requirements. In this regard, the problems of creating a national system of e-learning resources in key areas of knowledge, access to global educational resources and improving this infrastructure, the use of global and national e-learning resources in the educational process through information and communication technologies, development of material and technical base and network infrastructure is relevant.

Keywords – Systematic Approach, Lexical Unit, Methodology, Didactics; Vocabulary, Component, Technology, Foreign Language.

The systematic approach is useful for the educator to advance subjective assumptions about the boundaries, components, functions of the education system, the features of its organization and development. It influences on the educator's independent creative activity and ensures that the quality of education reaches the next level of quality. This is due to the fact that the interpretive function of a systematic approach is to identify factors that are stable, substantive, and non-random. This, in its turn, allows the educator to identify future tasks to be accomplished. A systemic approach also has the potential to ensure performance, which can be seen as a task of improving the systemic approach in the education system.

The concept of system is broader than the concept of technology and has a common feature. In a system interconnected relationship, this means a set of elements that have a certain integrity and unity. For example, the school pedagogical system covers several technological lines. While any technology can be a system, any pedagogical system cannot be a technology.

The systematic approach, on the other hand, can be seen in the narrow sense as a synthesis of structural and functional approaches. In a broad sense, the systematic approach also includes the study of the efficiency of the system, ie the feasibility study.

A systematic approach helps to explain this or that phenomenon in the educational process, to find its causes. For various reasons, the teacher does not always comment on the subject in the educational process. Although this situation in pedagogical practice is explained by the limited time for passing the topic, insufficient information in educational sources, it also depends on the professional ability of the teacher because “professional competence means the ability of a specialist in the field to fully demonstrate in practice the theoretical knowledge and professional skills related to their specialty”[1]. Thus, the educator is also unable to convey information from educational sources to the address (students) by linking it to life, due to inexperience or lack of professional skills in their specialty.

Experiments with fourth-year students studying in the field of vocational education (2018-2019) show that as a result of the “pedagogical practice” [9] conducted in the academic year, sometimes students involved in pedagogical practice during pedagogical practice try to make comparative interpretations with comparable and incomparable objects. Based on programmatic observation of these processes, it should be noted that systematic teaching in the process of vocational education is a technology that determines the ways to ensure the effectiveness of activities for both the teacher and the student. The reason is that some students try to compare the activities of the technical system with the activities of the social, economic or political system.

The systematic approach in pedagogical activity is distinguished not only by its pragmatism, but also by its methodological aspects, and it can be used as a method of imagining and understanding the world. This, in turn, provides an opportunity to connect the transmitted information with life. Therefore, in the process of understanding didactic materials, structure can be applied as a method and theory.

The main components of the system of improving the efficiency of teachers are educational seminars, seminars-trainings, open lessons, mutual observations, science evenings, scientific-practical conferences, popularization of advanced pedagogical technologies, scientific-methodical products prepared by teachers, including professional development, theoretical and practical training at the institute, as well as distance learning.

Given that any system has its own components in the implementation of a systematic approach to improving teacher performance, and one of the constituent components of a voluntary system has an impact on the change and development of the system, teachers' knowledge, skills and each component of the system can be taken as an element of the criteria for determining the level of qualification and professionalism.

The essence of the system-activity approach is that the formation of personality takes place not in the process of perceiving ready knowledge, but in the process of the student's activity aimed at finding new knowledge. The system-activity approach is the basis of a new generation that focuses the pedagogical process on learning outcomes as a system-forming component of the standard. In the process of applying this approach, one of the main goals is the development of the student's personality, mastery of universal, educational actions, knowledge of the world and consciousness, which is the goal and the main result of education.

In systematic analysis, seeing objects and events as a whole is preferable to seeing them as a single case. Hence, in systematic analysis, thought moves not from simplicity to complexity, but from complexity to simplicity, from integrity to composition, from system to elements. Thus, a systematic analysis of a certain complex object, event or process is understood as the study of its properties, manifesting it in a holistic state, that is, as a system. In this case, the state and characteristics of the system are studied, and as a result, the reasons for its deviation from its ideal state are identified. Then, solutions in the form of measures to eliminate those causes are recommended.

A systematic approach is used to implement the composition of the system. When this approach is applied, its properties are studied by assuming that the system is in a holistic state. Structural and functional approaches must be implemented before a systematic approach.

The concept of a system is often focused on the description of static and structural landscapes, while the technology reflects the changes in the object and subject of activity, the processes of evolution over time and all the tasks and achievements in the planned results. The concept of system has a more general character. While the concept of system is used to describe more statistical, structural states, the concept of technology is used to refer to the process that takes place over a certain period of time to achieve the desired result of the activity between the subject and the objects. Any pedagogical system cannot be a technology, but any technology represents a specific system. In addition, the terms “methodology” and “technology” should be distinguished. While the methodology of teaching science emphasizes content, quality and diversity, the technology of teaching science emphasizes purpose, process, quantity and outcomes.

The system is 1) a pedagogical phenomenon that is regulated, interconnected and influenced; 2) a set of regulated concepts [8. P. 98].

A systematic approach is a process that directs the researcher to reveal the integrity of the pedagogical object, defining its internal connections and relationships [5. P. 12-13].

The need to apply a systematic approach to the study and development of solutions of complex systems that determine the future of the development of complex systems of systematic analysis is generally accepted without resistance. However, in practice, the level of justification for acceptable solutions, including decisive ones, is often not very high. The introduction of a systematic approach to science is also accelerated by the success of private systemic theories in other fields of knowledge, the development of information technology, and the penetration of information systems into all areas of human activity. The emergence and development of systematic analysis leads to a number of important factors:

- First, an important step in the study of real situations and the construction of their model (at different levels - from the core to the mathematical level) is common to all specialties. For this stage, systematic analysis offers an excellent methodology, and its acquisition remains an important element in the training of specialists in any field (not only technical, but also natural and humanitarian).
- Second, the design of complex systems in the first place, as well as system analysis for some technical specialties related to applied mathematics, will undoubtedly become the main profile courses in the near future.
- Third, the practice of systematic analysis in a number of countries proves that such activities are becoming a profession for many specialties in recent years, and some universities in developed countries have begun to train such specialists.
- Fourth, a favorable environment for teaching structural analysis are refresher courses for professionals who have worked in manufacturing for several years after graduation and who have experienced in their own experience that dealing with real-life problems is not easy.

In recent years, a systematic approach has played an important role in the study of processes in the field of pedagogy. Because the systematic approach allows to sufficiently expand the level of scientific knowledge, to achieve a large-scale synthesis of scientific knowledge and to form a holistic view of the events and objects being studied. This can be achieved through the application of logical and methodological tools applied to a particular research object in different fields of science. In order to understand the essence of this approach, it is necessary to first analyze the concept of "system".

The system includes an integral set of interconnected objects. The system can be composed of material objects, terms, definitions, and more. The system consists of elements that are considered unstructured at a particular stage of the study. The elements and relationships in the system are in a certain sequence, forming the structure of the system under study. The study of a system consists of the study of its structure and the relationships between the elements and their influence on the character of the whole system. Systematic analysis deals with the development of tools and methods for system creation and research. System analysis is a set of methods and techniques designed to study complex objects, that is, systems that contain a complex set of interconnected elements. Using the systematic approach method, it is possible to study objects as a whole consisting of different sets of elements. In vocational pedagogy, as in other areas of pedagogy, the objects of research, as well as the individual elements of ways and means of achieving a particular pedagogical goal, represent a complex system in which they are interconnected and interdependent. Because today's modern vocational education specialist must be able to read technical drawings, work on schematics, be able to operate and repair equipment, troubleshoot, perform accounting work and a number of other skills. These components form a modern vocational education structure in which the individual elements are inextricably linked. Yu.K. Babansky, an educator, analyzed the requirements developed by researchers for the choice of teaching methods and tools, noting that the integrity of these requirements can be ensured only on the basis of a systematic approach to teaching. In this case, the requirements should be based on the principles of teaching and cover all components of the learning process (purpose, content, means, expected outcome and external conditions). Yu.K. According to Babansky, the methodological requirement for choosing the optimal structure of teaching should be the comprehensive coverage of all the main components of the teaching process. Such a systematic, holistic approach to the structure of teaching prevents a one-sided approach to the choice of teaching methods and directs them to a reasonable choice of teaching methods and tools. If the object of research is the reader, then the researcher has to deal with a complex system of individuals whose integrity, interdependence, and interactions are reflected in their biological, psychological, and social characteristics. This should take into account the age and gender characteristics, temperament, etc. of the student. If the object of research is the methods and tools that allow to study the content of teaching, the researcher again has to work with systems in which teaching aids and methods are interconnected and interrelated and the individual characteristics of students should be taken into account in the selection. So, the pedagogical process is a multifaceted process. It is theoretically impossible to synthesize it with any science and a single research method. Therefore, in pedagogy, a set of methods is considered.

This is especially true of vocational education pedagogy, which has to use the laws and methods of didactics, general, engineering and labor psychology, sociology and other similar disciplines to form a holistic view of the effectiveness of the educational process. It should be noted that the methods of other disciplines are not ready to be transferred to the pedagogy of vocational education. They are adapted to take into account the specific features of vocational education pedagogy and should be supplemented and processed in accordance with the object and subject of research. Only the creative completion of methods used in other disciplines and their targeted use in scientific knowledge will allow the successful study of complex systems that arise in the pedagogy of vocational education. Research on vocational education pedagogy should be comprehensive. Only in this way can we move forward and improve the process of vocational education. This shows the need to apply the principles of a systematic approach to the research areas of vocational education pedagogy. With this in mind, S.Ya. Batoshev stressed that the systemic approach is rarely used in pedagogical research and the need to develop special methods of studying systemic objects, it is time to create a systematic research methodology to build specific systemic concepts and theories specific to vocational education pedagogy. The systematic approach does not disrupt the general scheme and structure of pedagogical research and does not eliminate the basic methods tested in practice and does not introduce any innovations in research methods.

Therefore, in the pedagogy of vocational education should be a comprehensive use of methods used in other areas of science. If we consider the stages of implementation of a systematic approach in pedagogical research, its general scheme includes the following stages: 1) the object of research is defined on the basis of existing experiences or pre-determined laws; 2) the purposes and tasks of research and criteria for studying of object are defined; 3) the existing elements characterizing the object are noted; 4) the boundaries of the system are defined and its initial structure is determined; 5) external connections of object elements are established and classified; 6) the properties of each element that makes up the object are studied; 7) on the basis of a set of external relations the principles of interaction of system with environment are defined; 8) the laws of development and change of system elements are defined; 9) the main cause-and-effect relationships between the elements of the system are distinguished; 10) the final structure of the system is determined and on this basis of this, its model is created; 11) the basic principles of the nature of the system are analyzed; 12) the process of system management is studied.

We consider these stages of systematic analysis in the example of the analysis of the content of vocational education. To do this, first it is essential to give a clear definition of the content of vocational education. The most important elements that make up the content of modern vocational education are identified. Such elements are the systems of intellectual and professional knowledge and skills, the nature of creative activity, the qualities of moral and worldview. The relationships between the components mentioned in the training are then identified. The system structure is then determined using descriptive, symbolic, or mathematical models, and the important causes of changes in the content of vocational education are analyzed. Management of the content of vocational education is carried out using the curriculum and syllabus, textbooks, teaching aids, computer-based teaching technologies, visual aids. Management of the vocational education content system can also be done by improving the skills of special science teachers and production masters. This is because they need to master the methods and techniques of mastering new elements to be introduced into the system in a timely and quality manner.

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