

Systematic approach in education as a methodological problem**Yuldashev Utkir Jumaqozievich**

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Annotation: The article interprets the approach, its essence and the systematic approach as a methodological problem in education.

Keywords: Approach, system, system approach, methodology, system analysis.

Introduction: the concept of "approach" ("podkhod") S. I. Ozhegov's point of view is a complex of effective and appropriate methods in the process of influencing someone or learning something in the form of a solution 3, p.76□.

When we see the concept of "approach" applied to the activities of the pedagogical sphere, we have the opportunity to interpret it even more. Hence, the approach is manifested as a category of worldview, which represents the sum of equipment in the training and education of the subject, with its role as a carrier of collective consciousness as a "point of view" ("position") in form 1, s.24 is mutually compatible with the concept of the form. Adding the theoretical "belonging" of knowledge about approaches to cognition to the range of methodological knowledge makes it possible to say that its understanding lies beyond the limits of the pedagogy methodology, which requires a change in direction from the scope of the subject of this study.

Based on a number of fictions mentioned, the approach can be viewed as the sum of single, systemically organized processes of pedagogical interrelated entities, expressed in the form of a functional-structure. Paying attention to the interpretation presented above, we will not see a clear contradiction, but it is necessary to pay attention to the differences in the content of their meaning, since they are manifested in different levels of application of practical activity. It is not for nothing that we focus on what has been said, the concept of "approach" in the proposed interpretation determines a certain valuable direction of education and upbringing.

Materials and techniques: E.G. According to the idea put forward by Yudin, the structure of methodological knowledge can be divided into four levels, these are: 1) philosophical; 2) Universal; 3) exact-scientific; 4) technological. As the content of the first(philosophical)of said levels, the general principles of cognition and the general categorical structure of science are indicated. The second level is a universal methodology in the form of a form, represented by theoretical concepts that are used in almost all scientific disciplines. The exact-scientific methodology, being the third level, includes the research process of specific scientific disciplines, the totality of principles and methods, is mentioned as a high level of methodology, unifying problems of a special nature for certain areas of scientific knowledge. Finally, the fourth level of technological methodology involves the methodology and techniques of research, being able to obtain reliable empirical materials, and then reproduce them to form an array of scientific knowledge. Within the subject of this study, we will also deal with a deeper study of scientific approaches.

Hence, in the development of a volitional pedagogical idea, philosophy stands as its objective basis, and it determines the methods and general direction of knowing any process, including the pedagogical process. It is in it, that the universal direction of the implementation of scientific analysis is systematic analysis (I. V. Blauberg, V. N. Sadovsky, E. G. Yudin, L. von Bertalanfi, A. D. Hall, R. I. Feydjn) is recognized in the form of 2.

The main part: indicating the main characteristics in systematic analysis, A. G. According to Kuznetsova, the following can be indicated: 1) Processing; 2) relationship polygamy and dynamism; 3) unity of objectivity and subjectivity; 4) complex internal structure(structure); 5)

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predictability(predictability) and projectivity; 6) predictability; 7) Self-Organization; 8) manageability; 9) reflection; 10) value orientation; 11) uniqueness; 12) different nebula 4, b.34□.

T. A. By Ilina's definition, the system consists of an ordered set of elements in close relationships that ensure the integrity of the process, are isolated on the basis of their concrete signs in contact with the external environment and are united with each other for the purpose of functioning and joint management. Such a definition of a system allows it to be symbolically expressed in the form of the following formula:

$$\sum \left[: \{ \{M\}, \{x\}, \vdash F \} \vdash \right] , (1)$$

where {M} is a set of system components; {x} is a set of relations with one another; F is a new property of the system, representing its incarnation and integrity.

It follows from the foregoing that in order to get answers to questions, it is necessary to "stand"("wake up") in the interdisciplinary field of view 5, b.57□.

By making logical mental conclusions and adapting them to our research topic, one can move forward the idea that it is necessary to connect any innovative processes that are relevant in the practice of the educational and educational environment with real existing pedagogical systems. This allows us to apply the principles of systematic analysis in this study.

The importance of using systematic analysis in our study is that with it it will be possible to further clarify the object of research and develop an adequate(self-appropriate) methodology for its research. Based on the interpretation of the concept of "culture" in the field of the subject of the study, it is possible to recognize its systemic nature, systemic parameters and properties, which are required to be seen from the point of view of Universal properties that take place in processes in it and logically reveal their further changes. The application of a truly systematic approach has the property of ensuring the integration of concrete knowledge in various areas of knowledge occupied by culture research, as a result of which it helps us to solve the issue posed. Relying on the basic principles of the said approach makes it possible to provide a much more complete picture of knowledge, combining in itself various theoretical and concrete-research materials.

Conclusion: thus, a systematic approach helps us to ensure the completeness of the presentation of the phenomenon of Information Culture Research, directly eliminating its isolation in the present day by introducing a single methodological base, which concentrates its traditional components such as information literacy, information readiness, preparation for information influences and hokazo, allows us to understand the "information culture" more "sifting" mainly to the

But considering the formation of a human personality as a multi-aspect, multi-level and non-linear system, it is considered by the periodic nature of the basis movement and determinant exchange. In this study, we concretized the said situation by filling it with the process of acquiring and presenting information, in which the preference of students for different determinant(decisive) relationships at the subject level, which are equally viewed by the development of the characteristics of puberty.

The external structure of the Constitution describes its relationship with other sources of law, the totality of relations, its place and role in the legal system and its significance in the system of social and normative regulation in society.

The article presents the role of family, forming system of upbringing, traditional-educational system and traditions in Uzbekistan.

In an article consistently revealing the principles of the Bologna process for measuring the quality of education, the dynamics of internationalization and the logic of integration in European higher education and in Eurasia.

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