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Research Article

ORGANIZATION OF THE HIGHER EDUCATION PROCESS BASED ON A COMPREHENSIVE APPROACH

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ABSTRACT

The article is devoted to the problem of using a systematic approach to the organization of the pedagogical process. It is based on the fact that one of the main approaches in the modern methodology of pedagogy is a systematic approach, the characteristics of modern methodological knowledge and the uniqueness of the current stage of development of the science of pedagogy, the role of pedagogy in the stages of the development of society, and the changes in defining the goals of pedagogy are based on the change of methodology, the individual Searching for new approaches and methods of formation, development and improvement tools, training a modern specialist with attention to the processes of formation, development and improvement of the educational content, the system-forming element of the pedagogical system, the goals of the pedagogical process, the behavior of all its components, using the systematic approach as a methodological tool and considering the phenomenology of modern pedagogy, implementing the principle of consistency, the issues of the development of the modern pedagogical process were interpreted.

KEYWORDS

Student, system, pedagogy, approach, process, understanding, analysis, change, quality, content, goal, result, methodology, essence, action, formation.

INTRODUCTION

Life amazes us with its diversity and complexity in all areas of human activity. Trying to learn the essence of the problems that concern us, to choose a rational strategy of behavior and to formulate an action plan,

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we are faced with a large number of different factors and their relationships, which sometimes do not reach the human mind. To understand the task of understanding these complex things, we try to simplify the phenomena we are interested in, get to the essence, look for connections and relationships.

Today, the educational system faces the challenges of training competitive personnel with high moral, cultural and ethical qualities, capable of ensuring the advanced scientific-technical, economic, social and cultural development of our country. Therefore, it is necessary to educate and develop young specialists in accordance with the requirements of the times. The development of innovative solutions for the development of students' ability and creative activity is of great importance not only in the development of pedagogical science, but also in the socio-economic development of our society as a whole. The level of modern socio-economic development places high demands on students' professional training and their general professional and creative skills. A creative person is distinguished by the fact that he has acquired knowledge of various fields and can use them in new connections. Such persons approach the creative application of knowledge and skills with a full understanding of not only the purpose of achieving the goal, but also the motives and methods of achieving it.

Thus, systematicity enters our lives. Organization of the educational process based on a systematic approach is considered urgent in connection with the changing conditions of the modern educational field.

Main part. Changes in setting the goals of pedagogy lead to a change in methodology, to the search for new approaches and methods of personal formation, development and improvement. The training of a modern specialist, paying attention to the processes of formation, development and improvement of the educational content, requires serious changes in pedagogy.

The demand for such new materials with qualitatively new, improved properties leads to evolutionary changes in the technological and socio-economic structure of society [1]. The new society will need a new type of interdisciplinary education, which will be implemented on a completely different pedagogical basis. This is the main problem for the science of pedagogy, the solution of which ensures its full existence as part of pedagogy.

In our opinion, a serious achievement in this direction in pedagogy is related to solving the following problems. First of all, it is necessary to reform the education system and pay attention to continuity as the main advantage of education [16].

Another problem, the solution of which can bring pedagogy to a new level, is the design of educational content. In today's dynamically changing information field, the current content of education is in constant conflict with new information. The increase in the amount of information in the educational system requires the use of new methods of searching, finding approval, processing and, most importantly, transforming it into the form necessary for use in the educational process, as a result, the problem of the obsolescence of teaching methods and methods that should convey this new information to students arises. "The general educational process and its components are internally contradictory. In the material part, deep contradictions are revealed on two levels: meaning and content" [2].

It is necessary to shift educational goals from informational to developmental, to bring content from the level of alienation from knowledge to the level of personal value, to restructure educational forms from authoritarian-united to democratic-variable [2]. For

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pedagogy, it is more important to solve the problem of ensuring the fundamentalization of the educational process, equipping young people with fundamental knowledge about the basic laws of the evolution of society and science, which will be the basis for building any further development [3].

Pedagogy belonging to the class of social sciences is experiencing all the changes that occur in the entire block of social sciences and are associated with the establishment of a non-classical paradigm of knowledge. Determining social changes on a global scale, E.A. Solodova writes: "despite all the differences in social changes in the world, they adapted to the existing conditions during the transition period" [16]. Such social changes force the society to look for updated methodologies, distinguished by methods of social cognition (in the words of E.A. Solodova). Such methods, according to scientists, are characterized by a change in the position of the scientist involved in social research and theories, which is associated with the loss of the position of an absolute observer. So, at the new stage of the development of scientific knowledge, social sciences are interested not only in the events happening in society, but also in what role a person plays in these processes and what happens to him.

If we summarize the processes that occur in methodological knowledge at the stage of science development, the following features can be distinguished:

- modern methodology refuses to accurately interpret reality, only requires motivational and purposeful action depending on the development of events;
- modern methodological knowledge without denying the theoretical value and practical value of classical approaches, and today none of the classical social theories is considered to be capable of modeling universal, social processes with sufficient accuracy;
- modern methodology does not strive for complete and final clarity and considers any rules to be temporary, they are accepted only until they are replaced by new, adequate and modern theories and concepts.
- These features also apply to pedagogy as a complete and independent part of scientific knowledge. However, pedagogy has its own characteristics, which are related to:
- pedagogical knowledge is comprehensive, because it is difficult to find at least one representative of society who has not been in contact with the educational system at least once in his life;
- the role of education in the life of society is constantly increasing, at this stage it is connected with the need for more and more dynamic interaction with the information sphere, which determines the success of a modern person in many ways;
- the rapid expansion of the educational sphere is accompanied by a sharp aggravation of the problems related to the deep processes taking place in the educational sphere; It is about the problems of quality of education, the lack of teachers and their insufficient qualifications, and the elimination of the eternal conflict between the generations to which the student and the teacher belong [4].

Predominance of material values, the main task of the educational system is to teach a person to perform partial functions in the service of material production. But science and technology are developing so fast that the knowledge we give students today will be considered outdated in 10-15 years.

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Results and Discussions. Educational concepts should be based on the idea of personal self-development based on fundamental knowledge base. Fundamentalism is impossible without systematic thinking, which, according to Joseph O'Connor and I. McDermott, "... is an approach that allows us to see and understand the meaning and regularities in the observed sequence - the systematicity of events, we must have knowledge and skills to the extent that we can influence the future . So, we can control the situation in a certain sense" [6].

Analyzing the modern pedagogical reality from the point of view of a systematic approach, it is necessary to take into account the existence of the following structural aspects, which provide a description of the main basis for the implementation of a systematic approach to the object. The mechanisms in the object are: limitation, competence, structure, communication, functionality, integration, availability of resources, management, information security, modeling, purpose, evolution [18].

There are many pedagogical concepts related to the systematic approach: pedagogical system, educational system, personnel training system, educational system, methodological system, etc. [11].

Describing the objects of study of pedagogy in the form of systems allows to consider them in a complex way in the form of a set of components and relationships between them. According to T.I.Shamova's definition of the types of pedagogical systems, the pedagogical system is considered as "socially conditioned integrity of the participants of the pedagogical process, which interacts on the basis of cooperation between themselves, the environment and its spiritual and material values aimed at the formation and development of the individual" [20].

Often, pedagogical studies use the definition of the system proposed by T.A. Ilina, in which the system is defined as "a set of ordered elements defined on the basis of certain characteristics, united by a common purpose and management unit, and acting as an integral phenomenon in interaction with the environment" [8]. According to V. I. Zagvyazinsky, the pedagogical system is "a unity of structural elements, conceptual relations, theoretical relations, theoretical rules and methods of their implementation in a holistic pedagogical process, requirements imposed on subjects in whose activities educational goals are implemented and results are achieved" [7]. A number of definitions could be continued, but an analysis of this and many other definitions showed that their content is largely the same. But if we turn to the encyclopedic definition of the concept of "system", "system means a set of elements that are related and connected to each other, forming a certain integrity, unity" [15]. In the dictionary of pedagogy, the term "system" refers to "a set of elements (objects, events, ideas, educational factors, etc.) that are related and connected to each other, forming a certain integrity, unity" [17]. At this point, one of the greatest methodists of our time, V.V. Kraevsky, said: "The situation with terminology in pedagogy is not satisfactory... The clarity and unequivocalness of terminology is an indispensable requirement of scientific methodology, which words are used from which conceptual environment does not leave science completely indifferent" [9].

The interpretation of the concept of "pedagogical system" fully confirms this. It should be noted that the model of the pedagogical system was created by N.V. Kuzmina [10] in 1970 as a combination of four components and changed over time and became seven components [12]. Accordingly, the pedagogical system, as a unique system, is a set of elements that

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work in the educational process and are aimed at the implementation of pedagogical goals, as mentioned above.

The complex structural composition of pedagogical systems, different bases of their classification, conditions for the implementation of the pedagogical process, the right of each researcher to his position in the conditions of pluralism of opinions, lead to the absence of a single opinion in this regard [13].

So, for example, according to some scientists, certain types and types of educational institutions, additional educational institutions, public organizations of children and adolescents are considered as separate pedagogical systems. However, in our opinion, these are organizational and pedagogical systems that determine the type of educational institution or public organization. Of course, they have their own characteristics, but this is only related to organizational forms. According to other scientists, the differentiation of pedagogical systems is related to the implementation of pedagogical systems of certain specific pedagogical ideas implemented in the form of author's concepts. Ya.A.Komensky, A.S.Makarenko, V.A.Sukhomlinsky and others. There is also an opinion that the types of pedagogical systems should be distinguished not according to their main features, but according to their intended purpose, which determines the characteristics of their operation. In our opinion, in modern conditions, it is necessary to return to the classical definitions of the system, because this is a universal concept. Pedagogical system is, first of all, a set of elements and elements of the same order belonging to one class, one level. Therefore, when considering the problem of the components of the pedagogical system, we believe that it is necessary to propose a model of the pedagogical system that can reflect the universal composition of components specific to any educational institution, level or concept.

Systematic thinking appeared in us on the basis of technical and mathematical problems, therefore it was characteristic of representatives of the scientific world [14]. Recently, the ideas of systematic thinking have attracted the attention of a wider audience, and the educational system, which is always a bit late when faced with new concepts and theories, has appreciated the real need to form the foundations of systematic thinking in an individual [19]. Consistency in considering reality helps to solve all the problems of pedagogy that we mentioned above.

Systematic thinking allows a person to:

• managing your life more competently by identifying the factors that regulate ongoing events;

• to have an effective tool for solving various problems and more effective thinking strategies;

• to leave in the past the excessive tension in solving various problems, which was previously necessary for the development of activity strategies;

• to have clarity in mental and communicative activity, the ability to predict the course of events, to see a clear picture of reality and to understand more clearly what is happening;

• manage yourself and others more effectively; by understanding the complexity of ongoing processes, we understand how we can improve them [6].

We present one of the most interesting definitions of given pedagogy, showing the role of systems in social life and education. "Pedagogy is a practical projection of philosophy. It is a synthesis of science and art, and indicates the need for a systematic organization of the educational process" [5].

Conclusion. Information-technological support of the pedagogical process is a systematic combination of

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two components - information and technological components.

The information component includes everything related to the provision of information to the pedagogical process (educational information, educational content).

The technological component reflects all the features of the technological support of the pedagogical system (technologies, forms, methods, methods, methods, etc.).

The system-forming element of the pedagogical system is the hierarchy of goals of the pedagogical process, because it determines the behavior of all components of the pedagogical system.

If this model of the pedagogical system is used, for example, for the school level, then the hierarchy of goals is represented by the goals of school education, the system includes the personality of the teacher, the personality of the student and. If we consider this model for the level of higher education, then there will be a student, a professor-teacher of higher education, the hierarchy of goals is represented by the goals of higher education, and information technology is provided.

Thus, using the systematic approach as a methodological tool and implementing the principle of consistency in considering the phenomenology of modern pedagogy, we propose to use the model of the pedagogical system presented by us as a basis for the development of the modern pedagogical process. Consistency in the consideration of pedagogical phenomena allows for a deeper understanding of their nature, forecasting their development.

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