

MODERN APPROACHES TO THE PROCESS OF MODELING THE EDUCATIONAL SYSTEM OF ACADEMIC LYCEUM

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Annotation: The main purpose of the introduction of modern pedagogical technologies in the teaching process is to create a scientific and theoretical basis for teaching based on the methods of pedagogical technology in the educational process and to provide mature skills in pedagogical skills, theory and practice of pedagogical techniques and culture. To do this, it is necessary to rely on modern approaches in the education system. The article discusses similar issues.

Keywords: Practical or theoretical method of operation, modeling, gnoseological function, illustrative function, heuristic function, criterion function, prognostic function, transformation function, pedagogical system, individual - a component of the group, valuable - oriented component, functional - active component, diagnosis - effective component, attitude - communicative component

Modeling is considered as a universal method of organizing the educational process.

According to EN Stepanov, modeling should be one of the leading methods of knowing and changing social systems. By modeling, the author suggests an indirect understanding of the method of practical or theoretical operation with the object, in which the object of interest itself can be replaced at certain stages of cognition, having a certain objective compatibility with the object under study and during the study, an auxiliary artificial or natural system is used that eventually provides information about the object being modeled¹.

Modeling is a universal method, because it is used in almost all areas of human activity and at all stages of its (goal setting, selection of tools and methods of action, implementation of the set goals and objectives, analysis and evaluation of the results achieved) implementation.

Its universality is also reflected in the field of cognition, in which modeling has acquired the status of a universal method. Modeling is of great importance in the study of complex social systems. "Knowing a complex system," says I.B. Novik, "means building a systematic model of it."

The importance and role of modeling at different stages of systematic research was convincingly explained by A.T Kurakin and L. I Novikova, in their co-authored publications, in accordance with the principles of a systematic approach, the scientist began his research by synthesizing general ideas about the object being studied as a holistic system, that is, by creating an abstract model of the object.

The main characteristic of modeling and the main difference (compared to other methods), the authors say, is indirect, because the researcher puts in front of himself and in front of the fragment of social reality the object - the "replacement" of the original, ie the model. allows you to get. The need to apply the indirect method of cognition is related to the following: first, it is difficult to know the object of study directly, secondly, the aspects of reality that interest the researcher cannot be studied in a more or less pure form in the object under study; thirdly, the object of cognitive activity does not yet exist in real reality. In our study, the need for modeling is determined by the fact that the object being modeled does not exist in real life.

When researching an object using the modeling method, there is a model as a specific tool (instrument) of knowledge.

¹ Степанов, Е.Н. Педагогу о современных подходах и концепциях воспитания./Е.Н.Степанов, Л.М. Лузина-М.: ТЦ Сфера, 2003.- 160 с.

The authors describe the model as a specific object (imaginary image, description by symbolic means or material system) that reflects the properties, characteristics and relationships of the original of an arbitrary nature, created for the purpose of obtaining or storing information. The model has the potential to know only if it is in a certain compatibility with the object under study, if it can replace it during the study, and if new information about it can play the role of a battery and a source. In the course of research activities, the models perform several gnoseological functions as follows: illustrative function, the phenomenon under study, its internal structure, properties, etc. allows visual display;

- a) the explanatory function helps to gain a deeper understanding of the object under study, to form clearer ideas about it;
- b) the heuristic function is aimed at revealing new aspects of the existence of the studied fragment of social reality;
- c) criterion function, a function performed by a model that performs the role of a sample - a measure to perform a comparative analysis and individual properties of the object under study or its integral evaluation;
- d) prognostic function is related to obtaining information about the subsequent activity and development of the object under study
- e) the transformation function helps to select the optimal ways and means of changing social objects.

The features listed are not specific to all models. One model can have one function, another model can have two, and the third can be multifunctional².

Creating a model and using it to know or change the object being studied are key aspects of the content of the modeling process. Creating a model and using it to know or change the object being studied are key aspects of the content of the modeling process.

For example, we used the approach of MK Buslova, the scientist suggests distinguishing the following stages in modeling:

- 1) task setting;
- 2) theoretical and experimental training;
- 3) model creation;
- 4) model research;
- 5) transfer of the received information to the object under study;
- 6) make a hypothesis based on the results obtained and check it;
- 7) application of the received knowledge in scientific theory and practice³

Ya.G. Neymin distinguishes the phases of the interaction of subject and object according to the logic of the sequence of processes in the process of knowing the stages of modeling. These are:

1. An understanding by the subject of the need to change the present or expected state of things in a material or ideal realm and to determine the purpose of their activities.
2. Selecting an object that can be achieved by operating with it; formulate tasks to be solved based on goal definition and detail.
3. From the many known properties and characteristics of the selected object, separate the most important ones for the task being solved and abstract them from the less serious ones.
4. Check that the volume of the sum of the significant properties and characteristics of the object corresponds to the operational capabilities of the subject and, if necessary, further limit this sum.
5. To form a concrete ideal image or operational scheme to solve the cast task and to develop a plan of practical actions.
6. Realization of the developed plan, achievement of the set purpose.

² Общая и прикладная акмеология. Учебное пособие. Часть 1./ Ред. А.А. Деркача.- М.: Изд-во РАГС, 2001.- page 276

³ Современные гуманитарные подходы в теории и практике воспитания: Сб. науч. статей./ Сост. и отв. ред. Д.В. Григорьев, ред. Е.И. Соколова.-Пермь, 2001.-page 201

Publications of Ya.G.Neymin and other scientists (I.D.Andreev, B.A.Glinsky, N.M.Mamedov, I.B.Novik, L.M.Friedman, V.A.Shtoff) about the object in them the study of the operational aspect of model formation and the results of their implementation in the model being created are of great interest as they are described. In this context, modeling should be viewed as a complex system of interdependent and coherent actions of the subject to complete the view of the model.

It is possible to distinguish increasingly important aspects of social systems, which should be reflected in the models in the first place. NM Mansurov considers, first of all, the main components of the system; second, the increasingly important relationships between the components of the systemic structure; third, the cause-effect relationship with other phenomena of the system under study; fourth, it introduces key quantitative and qualitative indicators of system performance.

The formation of perceptions about the modeled object, the selection of the most serious and necessary from them in accordance with the purpose of research and abstraction, the identification of the relationship between the model representations and the original (similarity) are the most important operations in model creation. Of course, the set of actions of the modeling subject is not limited to this, but they are also the main ones in the model building process.

We will focus on modern approaches to the process of modeling the educational system of academic lyceums.

Today, the thesis that education in pedagogy is effective and productive only within the framework of an organized educational system is generally accepted.

The concept of "educational system" (according to VA Karakovsky) reflects one of the increasingly fundamental factors of pedagogical reality, which presents the academic lyceum as a holistic social organism with the same logic of activity and development.

The educational system as a pedagogical system can be described as a holistic phenomenon using a number of features: 1) integrative qualities (none of its elements); 2) structural elements, components; 3) structure (connections and relationships between parts and elements); 4) functional characteristics; 5) communicative properties (relationships with the environment); 6) historicity, inheritance. (22).

Summarizes the views of a number of authors (L.A.Baykova, G.P.Mizyulina, L.I.Novikova, N.L.Selivanova, etc.):

- the integration of efforts of the subjects of educational activity,
- the pedagogical process as an advantage of the educational process within the educational system strengthening the interaction of components,
- planned and targeted mastery of the social and natural environment by the academic lyceum team,
- saving time and energy of the academic lyceum pedagogical team through effective organization of activities and relationships,
- self-realization and self-realization of the student, teacher, parents. creating conditions for strengthening and others can be separated.

The educational system of the academic lyceum, according to the authors, performs the following functions: integration, regulation, protection, compensation, correction⁴

E.N.Barishnikov and I.A.Kolesnikova, analyzing the value orientations of educational systems, came to the conclusion that the whole system of education should be divided into four groups in accordance with the priority of certain values (objective existence).

⁴ Байкова, Л.А. Современные воспитательные системы. / Л.А. Байкова, Л.К. Гребенкина, Н.В. Мартишина // Кл.руковод.- 1998.- № 2

Воспитательная система школы: проблемы управления. Очерки прагматической теории. /Под редакцией В.А. Караковского, Л.И. Новиковой, Н.Л.Селивановой, Е.И.Соколовой.- М.: Сентябрь. 1997. Page:112 .

The first group is systems of rational - educational orientation, whose priority values are Knowledge, Mind, Science, Truth, Rationality, Objectivity, Technology, Civilization and others.

Spiritual-culturally oriented education systems form the second group, in which values such as Beauty, Virtue, Creativity, Culture, Spirituality, Art predominate.

The third group includes socially oriented education systems in which socially important values such as Equality, Justice, Citizenship, Homeland, Society, Democracy predominate.

The fourth group consists of individual-oriented educational systems, in which the values of individual importance are: Freedom, Dignity - expensive, individuality, Uniqueness, etc. is superior.

During our experimental work, the modeled education system can be included in one of these groups only conditionally, although at the stage of goal setting, social and individual values were separated as priority values.

The structure, content of the educational system and modern approaches to the process of its formation are increasingly reflected in the works of VA Karakovsky, LI Novikova, NL Selianova, EI Sokolova. This concept of the authors is the basis for us not only as a theoretical phenomenon of modern pedagogical reality, but also as a Practical guide to the creation, operation and development of the educational system. It is its rules that form the basis of the system of education we have created⁵

The educational system, according to V. A Karakovsky, L. I Novikova, N. L Selivanova, E. I Sokolova, has a complex structure and consists of the following components:

- 1) **the goals** for which the initial concepts are expressed (, the ideas for which a system is created for their realization);
- 2) **activities** that ensure its implementation;
- 3) **the subject** that organizes and participates in it;
- 4) **the relations** arising in activity and communication, integrating subjects into some commonality;
- 5) **system environment** mastered by the subject;
- 6) **management** that ensures the integration of components into an integrated system;
- 7) **the development** of this system.

S. D Polyakov, in addition to the proposed concept, summarizes and distinguishes the main points in the characteristics of the concept of educational system.

Emphasizing that the word is about the ideal model of the educational system, he sees it as his goals that define the mental image of the system.

S. D Polyakov academic lyceum education system, - emphasizes, - is an open system. In its development, the environment plays an important role not only as an external factor, but also as a transformative activity of the system as a space (nature conservation, care for the kindergarten, in the neighborhood, etc.).

The author knows that the core of the educational system is the team of educators - a unique unit of pedagogical and student community. These processes are characterized by the concepts of co-management, self-management, student self-regulation in general.

S. D Polyakov emphasizes that the development of the academic lyceum as an educational system is not an end in itself. The main indicator of its effectiveness is the student's personality: his feeling in the academic lyceum, his involvement in activities and communication, his valuable orientations, his self-realizing character, says the author⁶.

⁵ Новикова, Л.И. Концептуальные основы теории воспитательных систем / Л.И. Новикова, В.А.Караковский, Н.Л. Селиванова // Современные концепции воспитания: материалы конференции. Ярославль: Изд-во ЯИПКПРО, 2000.- page - 148

⁶ Поляков, С.Д. Психопедагогика воспитания: опыт попул. моногр. с элементами учеб. пособия и науч. Фантастики. / С.Д. Поляков. М.: Новая школа, 1996. – page 158 .

E. N. Stepanov's approach to the optimal structure of the modeled components of the system is a bit different, but it only deepens in terms of form, content, and allows evaluating the components and relationships of the educational system from another angle.

The first component of the educational **system - the individual** - group - is the community (community) of children and adults involved in the creation, management and development of the educational system of the educational institution.

The second - **value-oriented component** of the educational system consists of a set of the following elements: a) the values of the community of children and adults; b) educational purposes; v) student life vital activity prospects; g) principles and basic ideas of building the educational system and vital activities of the educational institution.

The author emphasizes the serious importance of this component. He calls it the core of the educational system and the factor that integrates its functioning and development.

The third - **functional - activity** component of the educational system:

a) the type of activity that the system creates, the forms and methods of organizing joint activities and communication;

b) the main functions of the education system; management of the educational system and self-management.

The choice of methods and content of the organization of activities and communication in the general academic lyceum community is inextricably linked with the functions of the educational system.

The fourth - diagnostic - effective component of the educational system includes:

a) criteria and indicators of the effectiveness of the educational system;

b) forms, methods and techniques of studying, analyzing and evaluating the activities of the educational system.

The author's diagnosis - the need to include the resulting component in the main components of the system, the lack of reliable, detailed information about the development of the child's personality, the formation of the educational team, the status and results of the educational process. Emphasizes that it can be explained.

A measure of the effectiveness of the educational system, according to the author, the criteria and their corresponding indicators: the upbringing of students, the formation of the basic potential of the student's personality, their intellectual, spiritual and physical development, and the formation of an academic lyceum, the satisfaction of students, teachers and parents is considered.

The fifth - **relationship - communicative** component of the educational system consists of the following two elements: a) relationships in the community of children and adults; b) internal and external relations of the educational system.

This component has a special place. It integrates all components into a single whole and ensures its communication with the external environment. As a result, an educational space is created, in which the joint activities and communication of members of the academic lyceum community take place, emotional-psychological and working relations develop, individual and group value orientations are formed, the personality of the child and the person on the floor is self-realizing and self-strengthening.

The variety and diversity of internal relations are extremely important for the education system. These relationships fall into the category of system builders. It is the internal relations, its organization, the structure of the system-forming relations, first, they form integrative, systemic qualities that are not specific to the components of the system, - says the author.

As a unique conclusion, it should be noted that the educational system is one of the truly fundamental factors of pedagogical reality. The education system involves certain components and their functional relationships. The main indicator of its effectiveness is the personal development of the student.

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