# A SYSTEMATIC APPROACH TO THE ORGANIZATION OF EDUCATIONAL PROCESSES IN GENERAL SECONDARY EDUCATION INSTITUTIONS

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**Abstract.** This article scientifically substantiates the systematic approach to the organization of teaching and educational processes in general secondary education institutions.

**Keywords.** general secondary education, system approach, types of pedagogical systems, history of pedagogical systems, pedagogical process, independent learning and self-education, integrity, systematic approach, interaction processes.

In accordance with the Decree of the President of the Republic of Uzbekistan No. PF-5712 dated April 29, 2019, *"On Additional Measures to Improve the Management System of Public Education"*, which approves the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030, a number of priority tasks have been identified [1]. These include the systemic reform of general secondary and extracurricular education, elevating the moral, ethical, and intellectual development of the younger generation to a qualitatively new level, introducing innovative forms and methods of teaching into the educational process, improving international student assessment program rankings, qualitatively updating the content of the continuous education system, and gradually implementing the principles of individualization in teaching and learning processes.

If we focus on the goals, directions, essence, and significance of this Concept, we can clearly observe their interconnection and interdependence, which indicates the presence of system-based characteristics. This is because any change in one of the processes referred to as educational and instructional processes inevitably influences changes in others.

The term "concept" (from the Latin *conceptio* – collection, system) refers to a system of views and principles related to a particular field, as well as a specific method or perspective for understanding, comprehending, and interpreting facts and phenomena.

A pedagogical system, in particular, represents the consistent implementation of a specific pedagogical concept, theory, or approach into pedagogical practice by its authors.

A **pedagogical system** is an integral, dynamic, and holistic socio-pedagogical phenomenon consisting of such components as the learner, the goals of education and upbringing, content, the teaching–learning process, the teacher or technical teaching tools, and the organizational forms of education and upbringing.

The main types of pedagogical systems include:

– archaic (primitive);

– ancient (Sumerian, Egyptian, and Chinese systems of the third millennium BCE);

– Avestan (in Bactria, Sogdiana, and Khorezm during the 7th–6th centuries BCE);

– Greek (Hellenic, Greco-Roman, and Roman systems of the 5th–1st centuries BCE);

– medieval (dogmatic and scholastic systems of the 5th–16th centuries);

– modern (explanatory, explanatory-illustrative, programmed instruction, distance learning, problem-based programmed learning, computerized and innovative systems);

– foreign systems (explanatory, explanatory-illustrative, programmed instruction, problem-based programmed learning, computer-assisted instruction, distance learning, Internet-based instruction, and others).

The pedagogical system formed on the basis of **Avestan ideas** emerged in the 7th–6th centuries BCE in Central Asia, alongside the development of the Zoroastrian religion. The Avesta, as the sacred source of Zoroastrianism, is considered an encyclopedia of its time. According to Avestan principles, the education and upbringing of children and youth consisted of the following components:

– religious and moral education;

– physical education;

– teaching reading and writing.

An important direction in the upbringing of young people was the cultivation of love for the motherland, the surrounding environment, and nature. The Avesta presents clear conceptions of the ideal, well-developed individual, which reflects the proper implementation of a pedagogical system. This process gave rise to diverse perspectives among scholars of world pedagogy.

Among Russian scholars, **K. D. Ushinsky** also attached great importance to the lesson and teaching methods within the pedagogical system. According to his views, lessons may vary in form, including the introduction of new knowledge, student practice activities, revision of previously learned material, assessment of students'

knowledge, and completion of written assignments. Each lesson should be goal-oriented, complete, and possess sufficient educational value. Ushinsky recommended alternating lesson activities and employing diverse teaching methods [3, 27].

Within a pedagogical system, one of the fundamental system-forming components is the **goal**, the achievement of which requires appropriate methods and tools. The coordinated functioning of the system and its constituent elements in achieving this goal determines the essence of the system's function.

A **system** (from the Greek systema – composed of parts, unity) refers to a set of elements that are interconnected and form a definite integrity and unity. Accordingly, a **pedagogical system** is a holistic socio-pedagogical phenomenon that shapes a child into a well-rounded individual and a future professional. Its structure includes the objects and subjects of the pedagogical process, forms and methods, the relationships and interactions among them, as well as mechanisms of management and control.

Pedagogy encompasses both broad and narrow concepts, including pedagogy as a science, pedagogy as an academic subject, and pedagogy as a field of human activity. Each of these represents a system composed of specific components. In pedagogical research, the concept of "system" is widely used, such as the education system, upbringing system, and systems of forms and methods for organizing teaching and educational processes.

According to **M. U. Dexkhanova**, a system is a collection of elements that are arranged in a certain sequence, relatively independent, logically interconnected, and collectively performing a common function [2]. In terms of its characteristics, a system is expressed through concepts such as interconnection, interdependence, relationships, integration, integrity, and constituent components. The totality of interconnected and interacting components forms a unified object. The characteristics and overall structure of these components possess an integrative nature and constitute the main factors of the system. These factors play a crucial role in the emergence of the system and are characterized by the multiplicity of components, their interaction and coordination, the commonality of their properties, and their tendency toward mutual integration.

In our view, a pedagogical system represents the holistic formation of interrelated components that interact with the external environment in achieving common goals, performing functional tasks, and ensuring effective management, while possessing distinct characteristics. Consequently, considering that teaching and educational processes in schools are carried out within two subsystems – namely, classroom activities and extracurricular activities – it can be stated that pedagogical systems encompass collaborative activities, interactive processes, and educational relationships that integrate these processes along with the internal dynamics inherent to their interrelated components. Within a systemic approach, classroom instruction, extracurricular activities, independent learning, educational relationships, as well as

pedagogical practice and experimental research processes are regarded as components of the system. One of the defining features of these components is their interdependence and interconnection, whereby a change in any single component inevitably affects the entire system as a whole.

Therefore, if teaching and educational processes are considered as an integrated pedagogical system based on their interdependence, their organization and management must also exhibit systemic characteristics. The essence and significance of a systemic approach to analyzing the characteristics of a pedagogical system can be expressed through the following principles:

– teachers and students, as participants in the pedagogical process, function as active subjects, establishing subject–subject (teacher–student) relationships within educational processes;

– the goal-oriented nature, consistency, and interrelatedness of the activities of pedagogical subjects;

– complexity – teaching and educational processes represent a complex of interconnected and interrelated components;

– integrativity – the unity of internal and external factors that contribute to movement and development;

– interdependence – teaching and educational processes exist both as an independent system and as a constituent part of a higher-order holistic pedagogical system;

– communicativeness – the pedagogical system possesses the ability to interact with the external environment and other systems.

The multifaceted and complex nature of problems related to the organization and management of teaching and educational processes necessitates not only qualitative changes in their organization and governance but also continuous improvement of their content.

Educational processes organized to achieve the objectives set for schools, designed in advance and implemented within existing capacities and levels of scientific and pedagogical potential, include **core (instructional and educational)** processes as well as **auxiliary (supportive, enabling, and resource-providing)** processes.

The development of educational processes is associated with the activities of participants involved in both core and auxiliary processes and is aimed at enriching scientific and pedagogical potential, expanding opportunities, achieving new qualitative characteristics, and attaining higher and more effective outcomes. Enhancing effectiveness typically requires revising established criteria, improving core and auxiliary processes, or optimizing the activities of their participants [4].

The above considerations confirm the necessity of paying particular attention to **subjective and objective factors** that significantly influence students and the

development of their interests in the organization and management of educational processes.

Thus, a student's personality is formed and developed through various forms of educational processes, in which **educational relationships** play a crucial role. This is primarily because students and teachers observe one another and the behavior of others in their environment, reflect on these observations, draw conclusions from actions taken, and consequently experience changes in worldview and the development of conceptual understanding.

Factors influencing the effectiveness of educational processes determine the need to fulfill the following conditions in order to ensure and enhance their effectiveness under varying circumstances:

– approaching the organization and management of educational processes as a **complex pedagogical system with an innovative structure**;

– considering the specific characteristics inherent in complex pedagogical systems when organizing and managing educational processes;

– forming interactions among subjects of the pedagogical process and educational relationships based on scientifically grounded principles;

– adopting a scientific approach to students' initial conceptions and self-perceptions within educational processes;

– ensuring that teachers master analytical approaches to student activities as well as conceptual and programmatic management of pedagogical systems;

– pre-designing educational processes and planning the activities of subjects;

– establishing feedback mechanisms based on the outcomes of innovative approaches applied in educational processes;

– identifying students' initial conceptions and levels of preparedness, preparing them in advance for innovative processes, and providing scientific and methodological resources;

– identifying and motivating students' interests, needs, and inclination toward innovation as key subjects of the pedagogical process;

– considering the characteristics of innovations when introducing them into educational processes and organizing innovative activities of subjects;

– coordinating the activities of subjects in response to changing conditions based on the collection, analysis, and objective evaluation of information.

Ensuring the **interconnectedness of studied concepts** is one of the key conditions for effectively achieving intended outcomes. The selection and rational use of teaching methods and applied approaches—based on the content, significance, and specific characteristics of educational processes and the concepts being studied – are of critical importance.

Innovative technologies aimed at enhancing the effectiveness of educational processes may be based on various approaches. The effectiveness of the pedagogical process also depends on the characteristics of the methods and approaches used in organizing and managing the activities of process participants. This underscores the need to study the distinctive features of organizing and managing educational processes.

Accordingly, within a systemic approach, classroom instruction, extracurricular activities, independent learning, educational relationship processes, pedagogical practice, and experimental pedagogical research are regarded as constituent components of the system. One of the defining characteristics of these components is their interconnection and interdependence, whereby any change in a single component inevitably affects the entire system as a whole.

When applying a systemic approach to the organization of educational processes, it is necessary to ensure the interrelatedness of the concepts taught to students based on their content, essence, and significance, and to consider that these concepts should be studied in a specific sequence and in close interconnection.

In other words, to reinforce and develop concepts learned during classroom instruction, it is essential to organize students' independent work. The tasks assigned for independent study, the direction of organized activities, and the topics addressed should all contribute to the development of these concepts. Furthermore, the effectiveness of pedagogical practice and experimental research processes in enhancing and refining students' acquired concepts must be taken into account.

These requirements necessitate the study of the interconnectedness of educational processes organized in schools and the characteristics inherent in a **systemic approach** to their implementation.

Based on the factors influencing the effectiveness of educational processes organized in general secondary education institutions, it is appropriate to conclude that, depending on specific conditions, the following requirements must be fulfilled to ensure and enhance the effectiveness of teaching and educational processes:

**First**, the organization and management of educational processes should be approached as a **complex pedagogical system with an innovative structure**.

**Second**, when organizing and managing educational processes, it is necessary to take into account the characteristics inherent in complex pedagogical systems, proceeding from the fundamental properties of the system itself.

**Third**, teachers should develop an analytical orientation toward students' activities, master conceptual and program-based management of the pedagogical system, and form interactions among subjects of the educational process as well as educational relationships based on scientifically grounded principles.

**Fourth**, it is essential to identify and motivate students' interests, needs, and predisposition toward innovation, as students represent one of the key subjects of the pedagogical process.

**Fifth**, the coordination of subjects' activities should be continuously adjusted in response to changing conditions through systematic data collection, analysis, and objective evaluation of information.

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