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## TECHNOLOGIES OF ORGANIZATION AND MANAGEMENT OF PEDAGOGICAL PROCESSES

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## ABOUT ARTICLE

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**Abstract:** This article discusses the technologies and methods of organizing and managing pedagogical processes in the educational system. Also, discussions were held on the proper organization of the educational process.

## INTRODUCTION

The first President of the Republic of Uzbekistan, I.A. Karimov, while forming the main principles of establishing a democratic, legal society, defined the development of the continuous education system as one of the priority principles of the state. The Law of the Republic of Uzbekistan "On Education", the National Program of Personnel Training of the Republic of Uzbekistan, the fundamental reform of the system of education and training of the President of the Republic of Uzbekistan and the Ministry of Personnel, raising a mature generation decrees and decisions are the scientific-theoretical and legal foundations of education reform, "... education is a product of consciousness, and at the same time, it is a factor that determines the level of consciousness and its development. Therefore, it is impossible to change the mind without changing the educational system. Without changing the way of thinking - the highest goal - a free and prosperous society cannot be established," the President explained the content of the reforms.

Also, independent Uzbekistan focused on the fundamental renewal of the socio-economic structure of the society in order to create the foundations of a civil society based on legal, democratic principles. In the current period, these actions, in turn, made it necessary to implement deep and purposeful reforms in the educational system, which is the basis of the great future. He also brought out the humanization of education and the person-oriented approach to the essence of educational content. At the center of this approach is the individual. This approach allows for free choice of educational content. In the process of implementing a person-centered approach, the educational, spiritual, cultural and life needs of the person are met. Most importantly, a humane attitude towards the individual is manifested, the individuality of studying in the cultural-educational environment and the ability to act independently is formed. Technologization of education is considered a direction of pedagogic science, researching

and revealing the optimal ways and means of effectively achieving educational goals based on a technological approach to the educational process. There are many approaches to the educational process in the theory and practice of pedagogy. The nature of technologies for ensuring the effectiveness of pedagogical processes organized in the continuous education system comes from these approaches.

Systematic approach technology.

It is impossible to imagine ensuring the effectiveness of the pedagogical process organized in the continuous education system without the technology of a systematic approach in the science of pedagogy. The implementation of such an approach serves to prevent accidental and unexpected situations in these processes. In the system approach technology, the pedagogical processes organized in educational institutions, in particular, in the continuous education system, are considered as an integral system that gains importance, that is, as a complex pedagogical system serving in the external environment. In the study of the effectiveness of pedagogical processes, by separating several parts with special characteristics, the relations between them and the characteristics of interdependence are determined, because each part has its effect on the change of the whole system. . In this case, it is necessary to visualize the relations and connections of pedagogical processes as a whole, that is, as a whole, according to the content and essence. The technology of the systematic approach to the study of the effectiveness of pedagogical processes includes technologies embodied on the basis of concepts such as specific integrity, generality, universality, and differentiation, that is, integrated technologies of research. The apparatus of universal concepts, the high level of abstraction, the integrative properties of the main principle - make it possible to use the technology of the systematic approach as an effective way to study the concepts, thinking and worldview of the subject in various areas.

"System" is the main concept of the system approach technology, which is represented by such concepts as communication, relationships, integration, integrity, constituent parts. A set of interrelated, interacting components of the system constitutes a whole object. As already noted, the concept of "system" is widely used in pedagogy, for example, educational system, educational system, system of forms and methods of organizing the educational process, etc. Pedagogical system, which is one of the types of social system, consists of a set of structurally and functionally related components that serve the purposes of education and upbringing of people and the young generation, organization and management of the educational process. In pedagogy, there are different views in the direction of the technology of the systematic approach, which include the following. Firstly, systematicity, integrity - the system of this form is made up of the interdependence and connection of components, interacting parts and joints, and their interconnection is the implementation and development of a functional task. includes Secondly, one of the factors that make up the system is the goal, and methods and means are necessary to achieve it.

The behavior of the system and its components in achieving the goal determines the essence of the system function. Thirdly, the pedagogical system represents a set of components that make it up, and its change depends on internal conflicts. Fourthly, the pedagogical system is connected with the external environment through many communications, as it is open. The external environment and existing relations have an impact on the movement and development of the pedagogical system. Fifth, the arrival of information to the pedagogical system and its retransmission are manifested as methods of communication of the components of the system with each other and with the system as a whole, as well as with the external environment. According to the sources, the scientific foundations of the

organization and management of the pedagogical process in our country and abroad have deep historical roots - this is the process of developing the technology of a systematic approach.

All the bases of the system approach technology to the organization and management of the pedagogical process are based on the results of research conducted on general theoretical, general management, general technological, general system approach technologies. Based on this, a researcher, scientist, manager or pedagogue should consider every event and incident, every object and his own life as a system and apply the principles of systematic approach technology. In order to achieve positive results in the organization of the pedagogical process in the continuing education system, the main task of the pedagogical staff and management is to create the necessary conditions in the team, to develop the pedagogical processes as an integrated system for training competitive junior specialists. If we consider the pedagogical processes in the continuing education system as an integrated system, then the organization and management of the system should also have a systematic nature. We can show the content and essence of the technology of a systematic approach to the analysis of the unique features of the pedagogical process based on the following principles: teachers and learners, who are considered participants in the pedagogical process in the continuous education system, act as subjects of this process. The determination of subject-subject mimosabats in pedagogical processes; goal orientation, consistency and interdependence of the activities of the subjects of the pedagogical process;

- comprehensiveness - the fact that pedagogical processes are a set of interrelated and related components;
- integrativeness - mutual unity of internal and external factors that serve movement and development;
- interdependence - the existence of pedagogical processes as a separate system and as a constituent component of a higher-order integrated pedagogical system;
- communicativeness - the fact that the pedagogical system has the characteristics of interaction with the external environment and other systems.

Effectiveness of pedagogical processes in the continuous education system, i.e. effectiveness of educational processes, compliance with the requirements of state educational standards of the subject's personal development and preparation, and in the direction of organization and management of pedagogical processes arising in the activities of the continuous education system the multifaceted and complex nature of the problem implies not only a qualitative change in the organization and management of pedagogical processes, but also determines the need to improve its content. Processes of educational institution reform usually start with local, separate, piecemeal, unrelated innovations within the creative pedagogical activity of some teachers. Then the reforms cover sectors, sectors, links and parts. In the period when the process of reform covers the entire object, that is, the educational institution, all students, teachers, leaders participate, and a new type with a new purpose and structural structure, oriented to development and achieving positive results. there is a need and opportunity to create an educational institution. In such cases, the educational institution develops as a separate social organism, social system.

The process of activities based on pre-created, existing capacities aimed at achieving the goals set for the continuing education system includes both the main (educational and educational) and auxiliary (providing and creating conditions) processes. . In connection with these activities, the development processes are aimed at achieving new qualities, high and effective results based on the enrichment and expansion of potential, and are aimed at increasing its efficiency. It is necessary to improve the auxiliary process or operational process. Taking information about the failures of the activity and the result not

meeting the modern requirements, the system tries to solve the existing problem based on the old methods at the level of its potential. Stress relief is carried out on the basis of system reorganization. Pedagogical processes as a whole organism develop based on internal changes and the system of interactions stabilizes.

Changing the general model of the pedagogical process in the continuing education system should be based on the capabilities, initial concepts and beliefs of the teachers of the educational institution, the students! The updated model is a necessary condition for meeting the changing educational and spiritual needs of students at the level of modern requirements, applying the experiences of teachers with high skills and qualifications, and developing the creative potential of students. It is necessary to create conditions, and the following basic principles should be taken into account in the organization and management of pedagogical processes:

- when the ways of effective development of pedagogical processes are randomly and tentatively determined, the success in the development of the system depends on the abilities of the subjects, the ability of the pedagogue to see a favorable situation and not lose the system;

- for the successful development of the pedagogical process as a systematic object, it is necessary to ensure and coordinate the pace of development of all components that make up it, the integration of relations and activities of subjects;

success in the development of the pedagogical process depends on the ability of professors to see the future and identify development opportunities in advance based on existing factors;

that it is impossible to forcefully determine the directions of development of pedagogical processes without determining the needs and opportunities for the development of the pedagogical process with a complex structure, the abilities and initial concepts of the subjects;

- non-existence of the possibility of ensuring the effectiveness of pedagogical processes based on the methods of strong, mandatory and comprehensive influence;

- that (local) influence on constituent parts and joints in a clearly defined manner serves as a basis for achieving good results in the effective development of pedagogical processes.

Reflexive approach technology.

The technology of reflexive approach as an important mechanism of independent and effective thinking of the teacher in coordinating the activity of subjects in pedagogical processes is of special importance. In the reflexive approach technology, separate organization of explanatory processes in the context of the wide system of concepts studied (assessment of the emerging situation and behavior of subjects, determination of methods and directions of effective performance of assigned tasks), self-analysis of subjects, their own creates conditions for actively thinking about concepts and actions.

Person-activity approach technology.

In the organization and management of the pedagogical process, the technology of the person-activity approach is considered necessary, and it is created as a direction to ensure the activity of the subjects in the pedagogical processes and to motivate the subjects to perform the tasks set according to specific goals. In the technology of the person-activity approach, the components of the person and the activity are studied in close connection with each other, because in the pedagogical processes organized on the basis of this approach technology, students act as subjects and, in turn, the development of a student's personality as a subject is determined by the development of his activity, independent, free, critical, analytical and effective thinking.

Situational approach technology.

Pedagogical processes and rapidly changing features of the activities of subjects determine the need to pay attention to the introduction of another methodological approach, that is, it requires the use of a suitable method of management depending on the internal and external situation of the managed object. This, in turn, implies the application of the technology of the situational approach to the organization and management of the pedagogical process.

### **CONCLUSION**

Based on the information given above, taking into account the interdependence and connection of the technologies of organization and management of the pedagogical process, it can be conditionally described as a system of technologies of organization and management of the pedagogical process. Because none of the technologies introduced in the organization and management of the pedagogical process can independently claim universality in voluntary situations. Therefore, it is appropriate to use them interdependently in the voluntary pedagogical process.

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