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SYSTEMATIC APPROACH THEORY IN MANAGEMENT

DJUMANIYAZOVA DILBAR AZATOVNA
Assistant Lecturer, Nukus State Technical University, Uzbekistan
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Abstract: The systematic approach is based on the analysis of pedagogical phenomena and laws as a whole and its constituent parts, from generality to particularity, to reveal the epistemological nature of the interconnections between them, to determine the place of the constituent parts of the system in the general system, and the functional tasks performed by them. means to identify each of its own aspects.

Key words: systematic approach, management, theory..

The systematic approach has a universal description as a methodology of scientific knowledge and a direction of pedagogical practice, it is widely used in pedagogy, education should also be considered as a pedagogical system.

The concept of "systematic approach" is often used in conjunction with the concepts of "systematic method" and "systematic analysis method". Because systematic analysis methods also involve studying the object as a whole system. A systematic approach is very close to structure-based analysis. The object of systematic analysis is a whole thing or event (system), which, firstly, consists of different parts of the object; secondly, the interdependence of parts; thirdly, it refers to the boundaries of the system, and fourthly, the relationship of the system with the environment.

A systematic approach uses a set of rules-principles that allow to achieve high results in research and practical activities. Such rules-principles include, inter alia: moving from abstraction to clarity: the unity of analysis and synthesis, logic and historicity; variety of objective connections and interactions; unity of ideas about the tasks and origin of the structure of the object, etc.

Pedagogical system. It is a holistic socio-pedagogical event that forms a human child as a complete person, a professional, and its content consists of objects and subjects of the pedagogical process, forms, relations between them, interactions, and their management. . In pedagogy, it includes broad and narrow (jmns and type) concepts; pedagogy-science; pedagogy-study subject; Pedagogy is a broad concept as a field of human activity. Each of them is a system made up of certain parts. Pedagogy as a science is a system made up of several parts according to certain characteristics. To the system of pedagogical sciences - theory and history of pedagogy; teaching theory and methodology; special pedagogy; theory and methodology of physical education; including cultural and educational pedagogy, social pedagogy.

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Also, the goal of education, the system of forms and methods; directions, types, system of education; continuous education system; system of educational institutions; system of pedagogical specialties; educational tasks, educational information system, etc. are part of the pedagogical system.

In the study and analysis of nature, society and technology, a systematic approach based on the achievements of scientific thinking is becoming more and more common. The systematic approach has a number of advantages in studying various aspects of the material world, that is, studying it separately, in its own right, without taking into account their connection with the surrounding environment.

Analyzing processes in nature and society in their own way does not give an opportunity to clearly see their connection with other events and processes, their origin, development, and perspective.

In the systematic approach, it is much easier to reveal the place of things in the existing environment, its connection with other surrounding things. On this basis, it is possible to learn about its past, current situation and prospects. For this, the function of each of the system components (components) in the general system, their interdependence and relationship are analyzed individually and then as a whole. It is necessary to observe several methodological principles of scientific research.

For example, the transition from the simple to the complex, from the individual to the general, from the historical to the logical, is important for the studied object. In addition, in the study of social phenomena, especially systems related to human activity, in addition to the above, human qualities and activities learning from the point of view is also very important for a systematic approach. As a methodological principle, the systematic approach provides an opportunity to fully study the studied object as a whole and in parts. For example, K.Z.Zaripov researched teacher training based on a systematic approach and justified its traditional forms (informal communication, propaganda, art, culture) as a form of professional skill improvement.

Systems are divided into natural, technical, and social systems based on their existence and function. In order for the system to exist or function, it is necessary to have a certain structure and to form relationships that ensure its internal stability and dependence. Its structure, in turn, determines the interdependence between the components from the content and organizational side. Any system cannot function completely separately in the objective world. It is part of a larger system. A systematic approach to the research of pedagogical phenomena provides an opportunity to deeply understand their essence, to open connections based on a partial and holistic analysis.

The systematic approach is based on the analysis of pedagogical events and laws as a whole and its constituent parts, from generality to particularity, to reveal the epistemological nature of the interconnections between them, by determining the place of the constituent parts of the system in the general system, and the functional tasks performed by each means to identify one of its unique aspects.

Scientists F.F. Korolyov, N.V. Kuzmina, N.F. Talyzina, T.A. Ilina, K.Z. Zaripov were engaged in systematic research of pedagogical processes. Applying a systematic approach in research requires

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first of all defining the concept of "System". Because this concept is methodologically important, and the characteristics of the system are determined through it. If the concept of "system" is not defined, it will not be possible to determine the difference of this method from other methods, its parameters, systemic laws and issues of system improvement. After the concept of "system", it is necessary to determine the parts that make it up and ensure its integrity. When we think about "system", we do not mean "system" in general (social, technical, natural), but only "pedagogical system".

Common to all systems, including the "pedagogical system", it is necessary to understand their constituent parts with generalizing properties and laws that have various interrelatedness and connections. These constituent parts perform separate functional tasks in the system and are interrelated in terms of the overall task while ensuring the integrity of the overall system. According to the purpose of researching the system, each of its components can be considered as a separate component and be the object of research. Pedagogical system should be understood as a system that serves the purposes of education, which are interconnected in terms of structure (structure) and functions. Its structure is an important constituent component. The unity of its parts indicates the uniqueness of the system, its difference from others.

Before analyzing the organizational structure of the pedagogical system, it is necessary to know its structure, appearance and activity. Pedagogical systems are born when there is a need for it in society. For example: the need for education in society created schools and teachers. Currently, the educational reform of our country has created new educational institutions - academic lyceums and vocational colleges at the level of general secondary education.

The general goal of the continuous education system of our independent republic is to form a perfect person. This general goal is divided into specific goals at each level (types of education). All joints are functional, that is, related to the common goal, that is, in terms of the function they perform. The common denominator for these is the goal. So, for the pedagogical system, after the structure, the determining component (feature) is the goal.

The general task for pedagogical systems is to transmit knowledge and social experience from generation to generation or at the same time to young people. Knowledge is given to the young generation as information in the form of qualifications and skills. Another important feature of the pedagogical system is information, and the pedagogical system is created for this purpose.

Creating a pedagogical system requires solving another important issue, that is, the implementation of ways and means, forms and methods to achieve the set goal on the basis of certain content and people. Any pedagogical system has its own means of pedagogical influence. Pedagogical tools are human and technical and are considered a communicative tool of influence. In turn, this component is also important for the pedagogical system. Pedagogical system is organized when there is a certain composition of students and pedagogues prepared for their education. These are the subjects of the pedagogical system, they are in mutual subject-object, object-subject relations, and

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they are the main component in realizing the goal of the system. These lead to a change in the goals and tasks of the pedagogical system.

For example, in the educational process, for a long time, the teacher became the main determining source of knowledge, the teacher of knowledge, and the student became a passive learner of knowledge. The goal of educating a free, independent person in the conditions of independence requires building the educational process on a new methodological basis, freeing it from the domination of the teacher. The student demands the humanization of the teaching process on the basis of not violating his human pride and personality as an equal, partner, from absolute dependence.

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