



# STAGE DEVELOPMENT INITIAL IMAGERY AND PROCESS MODERNIZATION IMAGERY

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**Abstract.** The article examines the process of implementing the development strategy of New Uzbekistan; in the conditions of modernization of education, the ideology of primary education is changing significantly. Primary school today is called upon to fulfill the most important tasks: to create conditions for the initial formation of the personality of a young student, to give children the opportunity to “start on an equal footing” and prepare them for the next stage. level.

**Key words:** education, upbringing, primary education, system, school, relationship between teacher and student, teaching methods, pedagogical situations.

The ideology of primary education is changing significantly in the context of the modernization of education, the implementation of the new development strategy of Uzbekistan. The first level school today is called upon to perform the most important tasks: to create conditions for the initial formation of the personality of a small student, to give children the opportunity to "start on an equal footing" and to prepare them for the next level, an educational stage that ensures professionalization.

This requires the teacher to pay more attention to his students - to study their individual characteristics and learning opportunities, to identify cognitive needs and interests, to identify prospects for personal development, to anticipate learning difficulties, etc. Naturally, in such a situation, the diagnostic component in the work of a primary school teacher becomes relevant. At the same time, theoretical research and practical analysis show that primary school teachers face serious difficulties in diagnostic activities. A survey of teachers of Andijan State University, Tashkent State Pedagogical University ... .. (about a thousand teachers were interviewed) difficulties in diagnostic actions, setting educational goals, choosing educational material made it possible to determine the most obvious manifestation taking into account students' capabilities, choosing optimal teaching methods, identifying students' educational problems and problems related to their personal development, differentiating education, implementing an individual approach to backward children, working with gifted children , providing pedagogical support and assistance to junior students.

The analysis of the difficulties in the work of primary school teachers reliably proves that deficiencies in the diagnostic component have a negative impact on the nature and quality of pedagogical activity and serve as a serious obstacle to the implementation of the ideas of a student-oriented approach. this.

In the process of practical professional activity, the teacher learns diagnostic activities to a certain extent. However, the analysis of the theory and practice of primary education shows that only a small part of diagnostic actions are effectively mastered by teachers independently.

- The concept of "system" was considered to be identical with the concept of a whole



consisting of parts or elements.

- In local science, a system is understood as a set of interacting elements that form an integral formation and have new properties relative to its elements.

- For example, T.A. Ilyina Systemic-structural approach to the organization of education: "A system is an ordered set of interrelated elements, determined on the basis of certain properties, united by a common goal of activity and unity of management. interaction with the environment as an integral phenomenon. Each element of the system can have its own functional meaning and interact with its other elements on this basis. The method of connecting elements is called the structure, and in this regard, a systemic-functional approach is often used to study the features of the system's activity.

- A very detailed description of the system is given in the work of V.P. Simonov "Pedagogical Management", published in 1999. He distinguishes the following types of systems:

- natural (obedience to the objective laws of nature) and artificial (obedience to laws, rules, principles established by man);
- closed and open (interaction with the environment of energy, information exchange);
- abstract and concrete (at least two of their elements are objects);
- static (consistency of properties over time) and dynamic (change in properties over time);
- without a leading body and centralized;
- biological, technical and social;
- simple (single-structured) and complex (polystructural);
- generalizing (orderliness, sequence of something) and activity (interaction of at least two components).

In the objectives of V.P. systems, Simonov identifies such positions as purpose and purposeful character (what a person strives for); tasks and functions to be solved (what to overcome, eliminate and for what purpose); activity, development and self-development (how to act and change). Any system has a structure and its characteristic features.

V.P. Simonov defines the following structure of the system: objects (subjects) - parts or components; attributes (properties of the objects that make up it); relationships or interactions (unifying the system into a whole); the presence of hierarchical levels and the hierarchy of levels. The properties (qualities, main features) of systems are:

- integrity (summativity and interdependence);
- compatibility or incompatibility with other systems;
- stability (stability of feedback);
- adaptation (adaptation to the environment, reaction to the environment and its influence);
- learning, the ability to self-improve.

As the laws of the existence and evolution of systems, V.P. Simonov emphasizes:

- The law of goal achievement as a factor in the transition of the system to another state or its transformation into another (new) system.
- The law of the negation of revolution, as a factor in the development and existence of the system in general, since revolution, at least, disrupts its stability, and at most, destroys the system.
- The law of evolutionary push (or periodic shaking) is a condition for the effective and rapid



development of the system.

- The law of dominance of asymmetry in the system as a condition for its stability and survival in adverse conditions before transitioning to another space-time direction.
- The law of the critical mass of the control body. If the mass of the control element is two orders of magnitude less than the mass of the controlled system, the system will function effectively and purposefully.

The systems approach reflects the universal connection and interdependence of environmental phenomena and processes. Its essence is that relatively independent components are considered not in isolation, but in their relationship and action. The systems approach allows you to identify the properties and qualitative characteristics of the integrated system that are not present in the components that make up the system. The subject, functional and historical aspects of the systems approach contribute to the unity of such principles as uniqueness, historicity and taking into account comprehensive connections.

The education system, embodying the state, trends and prospects of the development of society, reproduces and consolidates the patterns of social thinking and behavior formed in it, or improves them. Society establishes a certain order for the education system, which, in fact, becomes the goal of the educational process and its system-forming factor. The education system, in turn, forms its own understanding of this order and defines itself in relation to it, taking on the implementation of a certain part of it that does not affect its independence and autonomy. The main goal of the education system is to purposefully prepare the younger generation for independent life in modern realities.

The social order is determined by the education system by: the requirements of all social clients, including the state, society, educational institutions, teachers, parents and students themselves. Requirements for the state education system as one of the customers "National curriculum in the education system of the Republic of Uzbekistan".

Taking into account the content of these documents, it can be noted that "the strategic goals of education are closely related to the problems of social development, including ... the implementation of the national curriculum in practice, the implementation of integrated education".

This approach corresponds to the ideas of the theoretical substantiation of educational reforms in the USA in the 60s. There, the reform processes were based on the concept of "human capital", developed by American economists, according to which education was considered not only a guarantee of economic stability, but also social stability.

In the context of educational system reforms, the education system is considered one of the important factors in the formation of a Russian society oriented towards civil and democratic values.

Indeed, one of the main goals in the normative documents is "To educate patriots, citizens of a legal, democratic, social state, "to educate individuals who respect the rights and freedoms of the individual and have high spirituality." Today, there is a transition from a knowledge-oriented approach to a competency-based approach in educating individuals based on the demands of society.

In modern conditions, it is not enough to be an educated person, one must strive to use this knowledge creatively. Traditional knowledge, skills and qualifications are no longer enough as the goal and result of the educational system. The formation of socially significant competencies such as communication, critical thinking, responsibility, citizenship,



independence is of great importance.

Therefore, the condition for the emergence of an educational system is the goal of education, expressed in a concentrated form in the social order. Based on the characteristics of the social order, the content of education is formed, and forms and methods of organizing the educational process are developed in accordance with the spirit of the times.

The rapidly changing image of modern society contributes to the development of the dynamism and openness of educational systems, as well as the search for new educational strategies in the conditions of new sociality. Thus, the goal is a system-forming factor for the birth and development of the pedagogical system.

Thus, the entire surrounding world can be considered a phenomenon of the system. Just as space, time, movement, systematicity are universal and integral properties of matter.

Given that education, as a socio-cultural phenomenon, is part of a social system, it is very reasonable to use a systematic approach to it. Considering such a multidimensional phenomenon as education from the point of view of a systematic approach has great heuristic potential. It allows us to define education as a system, its structure and properties, principles and laws of development. In addition, a systematic approach allows us to predict the behavior of the education system in specific socio-cultural conditions, to develop and implement various models of its management.

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