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EDUCATION AS A SYSTEM AND PROCESS

ОБРАЗОВАНИЕ КАК СИСТЕМА И ПРОЦЕСС

Аннотация. В данной статье рассмотрено образование как система и процесс.

Ключевые слова: образование, педагогическая деятельность, процесс образования.

Annotation. This article examines education as a system and process.

Key words: education, pedagogical activity, educational process.

Education as a system is a developing network of institutions of various types and levels. The main elements of education as a macro system with state status are the systems of preschool, school, secondary specialized, higher and post-university additional education. "Education is a purposeful process of teaching and upbringing in the interests of the individual, society, and the state, accompanied by the statement that students have achieved certain state educational levels - qualifications."

Uzbekistan Law "On Education".

Meaningfully, the concept of "school" today, as a rule, denotes the type of educational system or the building in which an educational institution is located.

However, throughout the long history of the development of society, this term has and still has many meanings. In Latin, "school" (schol) means a staircase, the steps of which lead upward. Having a religious and spiritual origin, this concept originally reflected the unification of people (teachers and students) involved in the process of the ascent of the soul and spirituality of a person. Translated from Greek, "school" (schole) is interpreted as a house of joy in the process of learning about the world. In this regard, the school was talked about more as a particular direction or trend in science, art, literature, socio-political thought, etc., with characteristic properties, methods, techniques, represented by a group of students and followers of a scientist or an artist who are close in creative principles, ideas or manner. The term "school" also characterizes painting, sculpture of a city or a whole country if their originality is expressed within certain stylistic and chronological boundaries - "Bologna school" or "Flemish art".

Over the centuries, specially organized schools have developed and continue to appear, differing in their principles and certain specific features, and, accordingly, bearing different names. So, in the educational world known "School of Joy", "Waldorf School", "School of Free", "Humanitarian School", "Mathematical School", "Music School", "Art School", "Sports School", "School of Economics" , "School of Life", etc.

In the same way, the content of the concept "University" (or Latin Alma Mater - mother) is perceived not only as a type of higher educational institution. The mission of the university since ancient times consisted in teaching a young person the totality of all types of knowledge. Since ancient times, Alma Mater has been a hotbed of wisdom that fulfilled several tasks: the university not only preserved, sought and passed on the scientific knowledge available in society, as well as lofty spiritual and cultural values. He also brought up the intellect for the sake of a higher culture. Historically, it was at universities that new knowledge was

born, a scientific theory was formed, and this or that paradigm of understanding life, flora and fauna, space, and man took shape. At present, the word "university", like "school", has a general cultural meaning. (And today in Uzbekistan there are known "Term State University", "Pedagogical Institute", "Technical University", "Technological University", "Medical Institute" and others, the spectrum of which is constantly replenishing.

1. Model of education as a state-departmental organization. In this case, the education system is considered by the structures of state power as an independent direction in a number of other sectors of the national economy. It is built according to the departmental principle with a rigid centralized definition of goals, the content of education, the range of educational institutions and academic disciplines within a particular type of educational system. At the same time, educational institutions are unambiguously subordinate and controlled by administrative or special bodies.

2. Model of developing education (V.V Davydov, V.V Rubtsov, etc.). This model assumes the organization of education as a special infrastructure through broad cooperation of the activities of educational systems of different rank, type and level. This structure allows you to provide and meet the needs of various segments of the country's population in educational services; quickly solve educational problems and provide an expansion of the range of educational services. Education also gets a real opportunity to be in demand in other areas - directly, without additional approvals from the state authorities. In this case, the sphere of education acts as a link in social practice.

3. The traditional model of education (J. Majot, L. Crots, J. Capel, D. Ravich, C. Finn and others) is a model of systematic academic education as a way of passing on to the young generation the universal elements of the cultures of the past, the role of which is mainly to the reproduction of the culture of the past. Traditionalists

see the main role of education in preserving and transmitting elements of the cultural heritage of human civilization to the younger generation.

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