



THE NEED FOR A COMPREHENSIVE APPROACH TO THE EFFECTIVE ORGANIZATION OF EDUCATION

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Article history:	Abstract:
<p>Received: 8th March 2022 Accepted: 10^h April 2022 Published: 22th May 2022</p>	<p>The article is aimed at further development of the education system, acceleration of reforms in this area, effective organization of the higher education process on the basis of a comprehensive approach, effective, scientific, systematic, understandable, conscious and active, taking into account the individual characteristics of students, ensuring a single integrated environment - creating, collecting and sharing knowledge, simplifying collaboration, providing information management capabilities, implementing transparent business processes, focusing on realizing everyone's personal potential, forming a system that is open and ready to interact with the external environment, orderly and irregular, mobile and stationary, opposite and multifaceted, point, linear, reversible and irreversible, simple and complex, deterministic, centralized and decentralized, the essence of single and multi-stage complexes is analyzed in detail.</p>

Keywords: education, student, process, form, method, procedure, action, system, impact, analysis, complex, technology, approach, efficiency, activity, development.

INTRODUCTION. Progress depends first and foremost on a well-established education system. After all, reforms in education lay the groundwork for development. Radical reforms are being carried out in this area in our country. Witnessing, contributing to such processes, feeling a bright future is a special joy. The idea of the integrity of the educational process is realized through a holistic approach. Complexity is the unity of goals, objectives, content, methods and forms of educational impact and interaction. The urgent need for such an approach has arisen because both in the theory of education and in the practice of school teaching have been seen in recent decades as a set of specific processes that make up the structure of education. It was believed that these processes could be organized and improved independently. Moreover, the main focus was on shaping his individual qualities, not an integral one. The principle of comprehensive and harmonious personal development was violated.

Young people, who are the future and the main foundation of our society, must know the rich and intellectual heritage of the people. In this sense, the preparation of our students for the specialty must meet the requirements of the times, the market economy. This puts demands and challenges on teachers, such as creative research, the search for the most progressive methods of teaching, the effective use of scientific achievements, the use of non-traditional methods of teaching.

Modern technologies of education meet the mandatory requirements and implement a comprehensive approach: to influence students in three areas - consciousness, emotions and behavior; achieving a positive result through the organic integration of education (external pedagogical influence) and self-education of the individual.

Integrating and coordinating the efforts of all social organizations involved in education, primarily the media, literature, the arts, the family, schools, law enforcement agencies, communities and groups, is an integral condition of a holistic approach. The qualities of a given person are formed through a specific system of educational work. These situations must be of a strictly complex nature that requires the simultaneous implementation of mental, physical, ethical, aesthetic, and labor education tasks in an organically integrated process. In the past, the main shortcomings of education were the result of solving specific problems: moral education was not sufficiently implemented in labor and aesthetics, mental-physical and moral, labor-mental, and so on. The theory of education consists of blocks that are almost separated from each other.

MAIN PART. The integrated approach includes a systematic approach to the learning process and its management [2]. The process can be successful only if the external and internal factors acting in education and the interrelationships between them are taken into account. To do this, it is necessary to have a clear understanding of these factors and the nature of their impact.

Today, the issues of improving the technology of storage and development of knowledge, support the process of methodological support of educational work remain relevant [1]. The requirements for the digitization of higher education and the modern knowledge management system can be formulated as follows [4]:

- providing a single integrated environment in which effective communication is possible - the creation, accumulation and exchange of knowledge;
- simplification of cooperation, provision of information management capabilities, implementation of transparent business processes;
- focus on the realization of everyone's personal potential;
- to form a system that is open to interaction with the external environment and ready for this interaction.

Education, one of the pedagogical categories in the history of human thought and practice, has always been aimed at ensuring a balance between the leading moral values in society and their implementation by people. The more universal the priorities of society, the more lasting they will be. At present, the widespread use of educational innovations in the field of education is a global trend. At a time when the pace of modernization of the country is developing rapidly, special attention is paid to the systematic introduction of innovations in the field of education.

The idea that the fate of reforms depends on personnel is not in vain. At the heart of all the successes and failures lies the knowledge of the personnel we train, organizational skills, modern vision. The national model of personnel training emphasizes the need to study modern pedagogical technologies and introduce them in educational institutions. Therefore, one of the important tasks of the pedagogical community is to thoroughly study the educational innovations and technologies that are successfully used in developed countries and apply them in their daily pedagogical activities and teaching practice.

It is necessary to know the true meaning and content of educational technologies used in achieving educational goals, on the basis of which every teacher must fully master the theory of sets in order to develop a project of each subject, each lesson [3]. In our opinion, it is expedient to elaborate on the essence of the concept of "complex". A "complex" is an object or event that consists of functionally interconnected parts that form a whole. All things and events in objective existence can be considered as a complex. There are specific, more complex laws and rules of the principle of the complex approach that arise from the theory of harmony.

Any complex consists of two or more parts, and at the same time it is part of a complex that is higher than itself. Its parts are complexes one step below, and they also consist of several parts. This phenomenon can be finite and infinite.

The parts that make up a complex are only those parts that are interconnected (functionally). If one property of the parts that make up a complex changes, and as a result the properties of other parts also change, it is called a functional relationship. Complex properties are manifested only in connection with other complexes. Relationship refers to the property of forming a complex. The new connection property is called a function. The basis of any complex is formed by relationships, which are orderly and irregular, mobile and stationary, opposite and multifaceted, point, linear, reversible and irreversible, simple and complex, deterministic, centralized and decentralized, single and multi-level and. etc. The origin of the theory of complexes in each work is called the principle of a comprehensive approach.

Education is a social phenomenon and its history is very long. It is known that a teacher's knowledge is directly related to the nature of his / her activities in the classroom and at home, without which knowledge cannot be generated [5]. The teacher will take the course at a high level and, however, the outcome of this lesson may be of no value to a particular student. Indeed, upbringing and education take place gradually and depends on how the whole set of educational activities affects the student, the volume and regularity of the work done consciously and actively under the guidance of the student and the teacher.

The teacher's task is to properly combine these types of thinking and activities in the classroom. Such harmony is an important factor in increasing lesson effectiveness.

In order for a teacher to approach teaching problems correctly, he or she must know the key components of the learning process, understand their interrelationships and interactions. Knowing the essence of objective existence is one of the goals of education.

The process of acquiring knowledge in education includes the following components:

- Observation of events, objects, perception of information.
- Analysis of the received information.
- to remember.
- check and evaluate the accuracy of the generalization.

In general, education management consists of ensuring the correct implementation and interaction of elements of the basic structure of the teacher learning process, the content of teaching materials, teaching methods, methods, forms and means of activity.

The main organizational form of education management is group work, which has the following characteristics:

- Classes start at the same time every year and every school day;
- trainings and breaks between them last for a certain period of time;
- age and number of students in groups;
- uniformity of the speed of study of materials;

- Conducting training materials in a certain organizational form.

There is a suggestion that learning is useful in two ways: by describing the learning process in general and as an organizational form of learning. If education is seen as a general process, the transitional movement is the main form in which the teacher and students carry out the joint object, which is planned and managed by the teacher within a certain space-time, defined by the content, principles and methods of education.

The inner side of learning opportunities includes the ability to read, which consists of thinking and remembering. The external aspect of learning opportunities is the diversity of its impact on the educational institution and its impressions of the family and the environment.

Individual education is necessary to provide each student with the deepest and most thorough knowledge, to ensure that each student has the skills to be independent and complete, depending on the need for development [6].

It sets a number of didactic requirements for the course to be scientific, systematic, understandable, conscious and active, to master the knowledge, to be organized taking into account the individual characteristics of the student. Including:

- Careful planning of each training session with a clear purpose should have an educational character and a clear ideological, ideological research.

- Each training session should be connected with practice, taking into account the possibilities of the social environment, equipped with visual aids.

- Each training session should be organized with the effective use of methods, techniques and tools appropriate to the nature of the training.

- It is necessary to save and effectively use the hours and minutes allocated for training.

- The teacher and the student must interact in the classroom.

- The training should be conducted with each student, taking into account their individual characteristics.

- Effective use of the rich spiritual heritage and spiritual values of our people, depending on the content and nature of training.

- Informing students about changes in our qualifications, depending on the content of the subject.

The general form of organization of training is the most effective in the study and consolidation of new material using educational innovations in the training.

In recent years, along with the general and individual forms of organization of training, the group form of organization of education is becoming more widespread. Its main features are:

- to create an environment of intellectual competition among students based on the use of interactive learning tasks, dividing students into small groups during the training;

- encourage students who have achieved good results during the training with positive grades.

RESULTS AND DISCUSSIONS. In the pedagogical process, there are many ways to engage students in learning. A somewhat effective methodology is that students should be given specific problem-solving tasks at the beginning of the lesson that can be suggested or that can express the subject matter. Problem situations represent a clear or vague possession of a difficulty (problem) in the student himself and require him to conquer, to seek new knowledge, new methods and actions. If a student lacks the basic knowledge to look for ways to overcome adversity, he or she will not be able to accept problematic situations and, of course, will not experience a process of struggle and confrontation in his or her thinking. Based on the above, we can cite three views of the current situation:

1. The situation is known. There will be similar concrete examples to solve it. In this case, the solution method may be standard.

2. The situation is similar. In this case, it is necessary to compare with similar situations. They may not be exactly the same as each other, but because they have a holistic basis, they can be changed by looking at it, bringing it closer to the situation under consideration, optimizing it, and finding a reasonable solution.

3. Unknown situation. Such a situation does not occur in practice. It is impossible to compare it with any other pattern. Therefore, it will be necessary to find a new method of solution.

Problem situations are pre-constructed for educational purposes and incorporated into a specific part of the learning process. The motivational phase of the didactic process, on the other hand, requires that problem-solving tasks be included more in the beginning of the lesson and that students' attention be fully drawn to the lesson topic. The student, in turn, must be able to see new problems from familiar situations, identify new tasks of the object, the structure of the object, demonstrate creative activity, such as the ability to find alternative solutions.

The motivational phase of the didactic process allows students to accelerate their entry into cognitive activities. In order to maintain this activity at the required level of activity, students should be able to choose the methods and techniques of its organization individually.

In organizing the didactic process, the teacher must be able to choose the organizational forms of learning activities in accordance with the content of education. One of the conditions for the design of modern pedagogical technologies is the correct organization of "organizational forms" [11].

It is known that in the education system, learning activities include in-class (lectures, seminars, laboratories, teaching counseling, tests, exams) and out-of-class (home, library preparation, design, research, circle) classes.

The didactic process requires the continuous use of this or that technical means in accordance with the educational content. This direction is one of the conditions for the existence of modern educational technologies [8].

The teacher must clearly define the educational goal in accordance with the state order, so that it is possible to draw conclusions about the design and implementation of a didactic process that will ensure its achievement in the allotted time [7].

The teacher should take into account the stages of abstraction and the appropriateness of the level of mastery of the subject in the selection of the content of the educational process in accordance with the established educational goals.

The teacher should be familiar with the requirements for creating a didactic process as an integral part of the pedagogical system and design its most optimal variant depending on the topic of each lesson. These requirements are the principles of acceleration and similarity in nature. The principle of acceleration requires the use of a didactic process that can solve didactic problems within a certain period of time at a faster and higher level. The determining factor in the principle of acceleration in education and upbringing is the result of students mastering certain activities. Second, the principle is based on the organization of the educational process in such a way as to create a mechanism that allows students to gain as much experience (knowledge, skills and creative activity) as possible and develop their intellectual intelligence.

The teacher must be able to use effective forms of teaching in the implementation of the didactic process. This means that in the pedagogical system, the elements are connected on the basis of a certain pattern. The use of these links and finding acceptable organizational forms leads to a loss of formality in education [9].

The teacher should monitor the content of education and the extent to which the student, who is a participant in the pedagogical system, is in the most optimal way. The information obtained allows to manage the pedagogical system in a purposeful way or to determine which element of the pedagogical system needs to be corrected. Thus, didactic design directs students to active communication in the educational process - a ready-made study of knowledge, based on memory, freeing it from verbal interpretation of educational material [10].

CONCLUSION. In the current period of development of innovative technologies and the rapid growth of the informatization process in the country, the development and widespread use of pedagogical and computer technologies in the field of geography education is the main direction of increasing the effectiveness of education. The purpose and prospects of teaching the use of modern educational technologies in the teaching process are bright, which not only ensures the priority of the process of organizing education, but also the pedagogy of the whole society as a social order. This means that in order to bring up the younger generation as a harmoniously developed person, it is necessary to provide the educational process with modern educational technologies.

Each educational institution can plan the strategy and tactics of introduction of modern educational technologies in accordance with the general pedagogical training, wishes and desires of its teaching staff.

It would be expedient for the teacher to plan the implementation of the strategy of introduction of modern educational technologies in a certain sequence.

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