



## **Civilizational Pedagogical Systems - Intellectualization Of Educational Content As A Didactic Basis**

**X.A. Turakulov**

**Professor Academician Of The International Academy Of Pedagogical Education, Uzbekistan**

**S. Buktakov**

**Master's Student Jizzakh State Pedagogical Institute, Uzbekistan**

### **ABSTRACT**

This article considers the development of an organizational-structural model for the formation of civilized pedagogical systems.

This article will be used by those who are concerned with improving future teacher training.

### **KEYWORDS**

civilization; systems, pedagogical; intellectualization; content of education; organizational and structural model; system; educational process; purpose of education; content of education; monitoring; pedagogical activity; conclusions; recommendations; creative learning; an innovative approach; provision; intellectual activit.

### **INTRODUCTION**

It is well known that in developed countries great attention is paid to the material and spiritual enrichment of society and the intellectualizations based on them and as a result, through them, the state acquires great intellectual potential. This also creates ample opportunities for the formation of a harmoniously developed generation that can be an active participant in any civilizational process. This research paper also describes the results of our research on the solution of the problem of the formation of educational

civilizational systems that provide didactic assistance in shaping the content of education for the preparation of future teachers for intellectual professional activities.

It is known that the education system and the corresponding educational process is a dynamic system that develops and improves in accordance with the level of development of society. There are didactic grounds for calling the education system a dynamic system. They include:

1. A system is a set of elements that are interconnected, structurally and organizationally a bit [p. 4.504].

The pedagogical system is a holistic system of education, characterized by invariant elements that are interconnected and in a certain relationship [4. 403-b.].

2. A civilized system is a set of elements and subsystems that are integral in the introduction of methods that ensure the development and improvement of the structural and organizational parts of the interdependent material and spiritual heritage of society in its development.

3. In describing the system of civilization, we have taken as a logical basis the following definition of the term civilization: "Civilization is the end result of increasing and improving the material and spiritual wealth created by society in the process of its development" [4. 557-b.].

### **THE MAIN FINDINGS AND RESULTS**

It is clear from the tariff given to the civilized system that the structural and organizational parts of development are also determined by the mechanism of development by ensuring the stability (dynamic form) of development in accordance with the level of development of society.

These aspects became an important basis for the formation of the concept of a civilized pedagogical system.

4. Civilized pedagogical systems are a set of methodological components (system elements and subsystems) that ensure the development and improvement of organizational and pedagogical activities in the interdependence of scientific and methodological and technological support at the level of intellectualization of the educational process.

Civilizational pedagogical system expresses the educational process in the form of system elements, subsystems, reveals the laws of development (progress) in the educational process by establishing the relationship between parts and indicators, and helps to optimize this process.

The results of our research in this area have shown that the civilizational pedagogical system can be expressed in the form of an organizational-structural model [1-3]. In this case, the civilized pedagogical system was considered as a single system, and the corresponding subsystems and system elements were identified. The relationships between subsystems and system elements are scientifically and methodologically based. Based on this, we have expressed the organizational-structural model of the civilizational pedagogical system as shown in Figure 1.

Hence, as shown in Figure 1, the subsystems of the civilizational pedagogical system consist of: the educational process; educational purpose; educational content; intellectualization of educational content; intellectualization of the educational process; pedagogical activity; intellectual potential of the teacher; guarantees of continuous development of educational process and pedagogical activity; innovative approaches to the creative study of processes; monitoring of civilized pedagogical systems; the result appropriate to each civilizational pedagogical system; conclusions appropriate to each outcome; as well as recommendations appropriate to each conclusion and outcome.

It takes the form of a pedagogical system based on the content-essence and organizational-structure of the mentioned subsystems and system elements, the educational process and the corresponding educational content. Therefore, in the pedagogical activity of the educational process, it is necessary to first pay special

attention to the content of education. In such cases, the values formed are transformed into educational values and delivered to the masses living in that period, and as a result, the content of the education of that period became the didactic basis. Thus, depending on the level of development of society, pedagogical systems are formed, which are developing and improving in accordance with the level of development. Our modern education system, built on such a basis, now aims to form a harmoniously developed generation with innovative intellectual potential, capable of penetrating the subtleties of the nation's psyche and mastering the basics of literacy in education. The results of our research in this area show that there are a number of civilized pedagogical systems in human history.

We found it necessary to express them in the following sequence:

1. 1 "Civilizational pedagogical system based on the Avesto period
2. 2. Civilizational pedagogical system based on education of IV-I centuries BC.
3. Civilized pedagogical system based on education in the I-IV centuries AD.
4. Civilizational pedagogical system corresponding to the "Early Renaissance".
5. Civilized pedagogical system in accordance with the "Last Renaissance".
6. Civilizational pedagogical system of XIX-XX centuries.
6. Civilized pedagogical system in accordance with the period of consolidation.

Modern requirements for knowledge, skills and abilities that can be acquired in accordance with the stages of civilizational pedagogical systems mentioned in our study: Assessment of the level of intellectuality of civilized pedagogical systems: at each stage of civilizational pedagogical systems methodologically based. As a result, the scope

and scope of future work was determined. Thus, we come to the conclusion that civilized pedagogical systems are a multifaceted, complex and creative organizational and pedagogical activity, which can ensure the creation of a promising and effective methodology of the educational process and the preparation of competitive modern teachers for professional activities.

## **CONCLUSION**

When working with civilized pedagogical systems, it is necessary to collect data from the studied processes, to divide them into systems according to the blocks of subjects in the curriculum, to create databases on them and to bring them to the information. Only in this way can the formed databases be effectively used in the training of future teachers.

## **REFERENCES**

1. Turakulov X.A. (2006) Methodology of scientific creativity. Monograph. Tashkent: Fan, -p. 248.
2. Turakulov O.X. (2010) Scientific and methodological support for the training of junior specialists in an informed educational environment, Monograph. Tashkent: OMKXTTKMO and OKTI. -p. 156.
3. Turakulov U.X. Chimanov A.B. Turakulova M.A. (2019) Directions of modernization of educational content // Current issues of science and education: Materials of the Republican scientific-practical conference.- Part 3.-Nukus.- pp. 99-100.
4. Hasanboev J., Turakulov H.A., Khaydarov M., Hasanboeva O., Usmonov N.U. (2009) Explanatory dictionary of pedagogy. – Tashkent: Science and technology, -p. 672.