

SYSTEMATIC APPROACH IN EDUCATION (ON THE EXAMPLE OF NATIONAL SCHOOLS OF THE REPUBLIC OF DAGESTAN)

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Currently, understanding the foundations of education in the context of world problems is a necessary prerequisite for the sustainable development of the Russian society. It is shown that the problem of determining the content of education has a long and complex historical tradition, which is closely related to the stages of development of science and social practice. The features of the national educational policy in the Republic of Dagestan are being considered. It is emphasized that multilingual, multinational Dagestan has extensive experience in organizing the educational process of various types of schools in a multi-ethnic environment. The main priorities for the development of the Dagestan national school are highlighted: ensuring the content of education, which harmoniously combines federal and national-regional components; realization of the right to educate Dagestani students in their native language from preschool age; formation of intellectual abilities and moral qualities among students taking into account ethno-psychological characteristics and traditions of folk pedagogy of Dagestan; introducing the young generation not only to their national culture, but also to the culture of other peoples; priority of the national-regional component in the content and structure of subjects of a cognitive nature, aesthetic, physical and labour education; formation of national-Russian and Russian-national bilingualism; education of language, national and ethnocultural tolerance. Data are given indicating the great merit of the teaching staff of Dagestan in the development of modern education in the Republic.

Key words: education, models of education and upbringing, ethno-pedagogy, education systems, pedagogical process.

[Н.А. Асваров, М.Г. Мустафаева, З.С. Мустафаева Системный подход в образовании (на примере национальных школ республики Дагестан)]

В настоящее время осмысление оснований образования в контексте мировых проблем является необходимой предпосылкой устойчивого развития российского общества. Показано, что проблема определения содержания образования имеет длительную и сложную историческую традицию, которая тесно связана с этапами развития науки и социальной практики. Рассматриваются особенности национальной образовательной политики в Республике Дагестан. Подчеркнуто, что многоязычный, многонациональный Дагестан располагает большим опытом организации учебного процесса различного типа школ в полиэтнической среде. Выделены основные приоритеты развития дагестанской национальной школы: обеспечение содержания образования, в котором гармонично сочетаются федеральный и национально-региональный компоненты; реализация права обучения и воспитания учащихся дагестанцев на родном языке с дошкольного возраста; формирование интеллектуальных способностей и нравственных качеств у учащихся с учетом этнопсихологических особенностей и традиций народной педагогики Дагестана; приобщение молодого поколения не только к своей национальной культуре, но и к культуре других народов; приоритет национально-регионального компонента в содержании и в структуре предметов познавательного характера, эстетического, физического и трудового воспитания; формирование национально-русского и русско-национального двуязычия; воспитание языковой, национальной и этнокультурной толерантности. Приведены данные, свидетельствующие об огромной заслуге педагогических коллективов Дагестана в развитие современного образования в Республике.

Ключевые слова: образование, модели образования и воспитания, этнопедагогика, системы образования, педагогический процесс.

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Education in the Education Act of the Russian Federation means a purposeful process of upbringing and training in the interests of a person, society, the state, accompanied by a statement of achievement by students of educational levels (education qualifications) certified by an appropriate document.

The Education Act defines:

- The right to education is one of the fundamental and integral constitutional rights of citizens of the Russian Federation;
- Education in the country is declared a priority [4, p.11].

Socio-philosophical, pedagogical psychological literature gives the following definitions to the concepts of "education" and "upbringing":

"Education" is a complex system that is a subsystem of individual culture, therefore, for a more complete understanding of it, various models must be involved. E.N. Gusinsky, Yu.I. Turchaninova consider *education* to be a continuously ongoing process, during which the personal creativity of the subject of education is of great importance. In this case, it is necessary to bear in mind that the components of the context of education are: culture, behaviour, learning the world, etc. [4, p.13].

Education is known to be the most important indicator of culture. It not only reflects the level of culture, but also develops it. Considering that each people has its own unique culture, it would seem that education systems of individual countries should be unique.

However, secular education, in addition to connections with the socio-cultural sphere, has a deep connection with science. And science is international, its content is invariant in all societies, in addition, there are common features in the psychology of educating people, in the methodology of teaching certain disciplines, and other pedagogical technologies. All this determines the unity of the universal and national in the problem of education and determines the need for a comprehensive analysis of this area of human activity. The peculiarity and relevance of solving modern educational problems arose in connection with the withdrawal of Russia from the Bologna Agreement in the field of education, the reorganization of the world, the transition to a multipolar world, etc. Currently, in our opinion, understanding the foundations of education in the context of world problems is a necessary prerequisite for the sustainable development of the Russian society. In other words, when determining the purposes and objectives, the general content of education, it is now important to take into account at various levels the requests of our country and friendly countries related to humanization, ecologization, informatization and the introduction of high technologies into education. At the same time, it is necessary to take into account the specifics of fundamental issues of human existence during this period of development of the Russian education. Problems of future and education, education as a global problem, integration processes in the education system; opportunities and prospects of transcendental pedagogy in spiritual and moral education, self-reinvention and self-expression, all these issues remain

relevant in new socio-cultural and geopolitical conditions. The modern world is transformed, with it the person himself is transformed. This implies the need to develop various concepts of education, corresponding various concepts of training specialists, innovative, modern professions.

Although many cutting-edge publications have repeatedly talked about various educational concepts, it should be borne in mind that the goal set of these concepts has a number of general features. *On the one hand*, any education always corresponds to time to one degree or another, reflects the level and structure of public consciousness, reproduces it. *On the other hand*, any education is focused on the future and is designed to create intellectual prerequisites for social development, the manifestation of new facets of the essential powers of a person [9, p.10].

In a civilized society, the process of upbringing and learning takes place as a two-way process. As G.M. Kodzhaspirova notes, "*upbringing*" is a process of transferring historical experience to new generations in order to prepare them for public life and work carried out by society as a whole and in all spheres of public life and activity [5, p.17]. In this case, it should be borne in mind that upbringing is carried out through: the influence of such *macrofactors* as country, state, society (level of development of production, social relations, ideology, politics, space, planet, world). Upbringing is carried out through the influence of such *mesofactors* as ethnos, regional conditions, type of settlement, media; and through such *microfactors* as family, peers, subculture, educational institutions, religious and other associations.

According to G.M. Kodzhaspirova, upbringing as a pedagogical phenomenon is a purposeful and systematic creation of conditions for a person to master culture and translate it into personal experience through organized activity interaction with him and the impact on the development of the individual from the surrounding educational institutions, taking into account his potential opportunities in order to stimulate his self-development, independence and formation of a free personality [5, p.12].

The choice of the corresponding concept of education, in general, depends on the dominant value-worldview attitudes, the wealth of the diversity of the spiritual needs of society. The difficulty lies in the fact that the structure of these determinants develops unevenly. Hence, the inevitable problem of choosing a priority arises both by identifying the general strategy, methodology of education, and numerous frequent, methodological issues, teaching individual disciplines. In this regard, the development of a holistic concept of education, its content, directions are fundamental and complex scientific problems.

It is known that the problem of determining the content of education has a long, contradictory historical tradition, which is closely related to the stages of development of science and social practice. Naturally, in each period, the tasks of determining the content of education were solved, which have their own specifics. As an example, let's consider the features of the national educational policy in the multinational and multi-religious region of our country, in the Republic of Dagestan. Reflecting the diversity of culture of the peoples of Dagestan, it should be noted that in essence the Republic does not have a diversity of culture, but it is the unity of this diversity, there is a common cultural standard and a common Dagestan mentality. Mentality is a way of the world vision, a level of our social consciousness.

The specifics of the Republic of Dagestan itself indicate that the model of education should be selected in accordance with its characteristics. Dagestan is a multinational republic, home to representatives of more than 100 nationalities and ethnic groups, practicing all world religions. The language of interethnic communication is Russian, education in schools is conducted in Russian and in national languages. The People's Assembly of the Republic of Dagestan established the constitutional right of languages – 14 nationalities of Dagestan, which means that radio and television programs are conducted in the languages of these nationalities, fiction and educational literature are published, they are studied in schools.

Today, a school in Dagestan is an educational institution in which a system of educating and upbringing students in their native (not Russian) and Russian (not native) languages is carried out, built on the principle of including students in the ethnocultural environment and introducing them to the culture of all the peoples of our Motherland.

As professor G.M. Dzhamalutdinov notes, the main goal of the Dagestan school is to develop the abilities of each student, to upbringing a person who is ready for life in a competitive world. The Dagestan school should contribute to the formation of an ethnic personality as a bearer and creative continuer of the cultural and spiritual values of the people [10, p.31].

The formation of the Dagestan school is primarily influenced by the multilingualism of the Republic, without taking into account which it is impossible to carry out education and upbringing in the national school and to work out an issue of the language of education.

M.Z. Magomedova's work "Identity and Tolerance as a Condition for the Stability of North Caucasian Society" notes that in Dagestan there are *six* literary languages of autochthonous peoples – Avar, Dargin, Kumyk, Lak, Lezgi and Tabasaran; *four* literary languages of the peoples living mainly outside the Republic of Dagestan – Azerbaijani, Nogai, Tat and Chechen; *three* languages – Agul, Rutul, Tsakhur, for which writing system was created in the 90^s. The remaining fourteen – Auroando-Caesar languages and *two* more one-aul – Archinsky and Kubachinsky are unwritten [8, p. 49].

As professor G.M. Dzhamalutdinov notes, extensive experience in organizing the educational process of various types of schools has been formed in the Republic of Dagestan:

1. Schools with native language of instruction, where the Russian language is studied as a subject, and from the 5th grade instruction is carried out in Russian, and the native language is studied as a subject.

2. Schools (urban, village, rural) with a mixed national composition of students, in which the discipline of the national-regional component is taught (native language, native literature, history of Dagestan, geography of Dagestan, culture and traditions of Dagestan peoples).

3. Schools with a single-national composition of students, where the language of instruction from the 1st grade is Russian. This is a school with an Agul, Rutul, Tsakhur composition of students. It should be noted that the contingent of students in these schools is marked not only by multilingualism, but also by a different level of proficiency in the Russian language. Hence, we have special schools in Dagestan with native (non-Russian) and Russian (non-native) languages of instruction. Hence, it is necessary for these schools to provide basic curricula for the study of subjects containing ethnocultural features of this region. In our opinion, these schools should have special plans [10, p. 32].

We used the main indicators in the field of education of the Republic of Dagestan for the academic year 2020-2021, prepared on the basis of materials from the Territorial Body of the Federal State Statistics Service in the Republic of Dagestan and the Ministry of Education and Science of the Republic of Dagestan. According to the main data in the field of education of the Republic of Dagestan for the 2020-2021 academic year, there are 776 preschool institutions, 1414 general education institutions in the Republic, in which 433190 thousand students are studying [13, p. 21].

The head of the Republic S.A. Melikov, the government of the Republic of Dagestan, the Ministry of Education and Science of the Republic of Dagestan are concerned about the problems of schools (repair of schools, construction of new ones) in the cities and regions of the Republic under construction. Every day, issues of repair and construction of schools, preschool institutions are discussed under the head of the Republic. Dagestan ranks 1st in the Russian Federation in terms of fertility. However, it should be noted that with such a high birth rate in the Republic, there are not enough educational and preschool institutions. This explains the fact that today in the Republic there are 14 children out of education, in 28 schools students are engaged in three shifts (2282 people). So, for example, there are 8

schools in the city of Makhachkala, 3 schools in the city of Khasavyurt, 1 school in the Kara-Budakhkent region, 3 schools in the Kizlyar region, etc. There are certain inconsistencies in the distribution of students per teacher, i.e., ungraded schools. So, for example, if in the Agul region (the highland region of Southern Dagestan) there are 3 students per teacher, then there are 19 in Makhachkala, 18 in Buinaksk, 4 in the Kulinsky region, etc.

The modern pedagogical community of the Republic of Dagestan consists of 455,264 employees among which 40084 people are teachers, 35292 have higher education, 7648 have the highest category, 7455 have the first category, 30161 do not have a category.

Educators who are awarded with state awards of the Russian Federation and industry awards of the Russian Federation and the Republic of Dagestan in 2021: Honored Teacher of the Russian Federation – 7 people, Order of Merit of the Republic of Dagestan – 4 people, Honored Mentor of the Republic of Dagestan – 2 people. Educators who are awarded with state and industry awards of the Ministry of Education and Science of the Russian Federation and the Ministry of Education and Science of the Republic of Dagestan: honorary degree "Honorary Worker of Education – 524 people; honorary diploma of the Ministry of Education and Science of the Russian Federation – 109 people; letter of acknowledgment of the Ministry of Education and Science of the Russian Federation – 65 people; honorary diploma of the Ministry of Education and Science of the Republic of Dagestan – 131 people; award badge "Recipient of award for excellence of the Republic of Dagestan education" – 206 people; letter of acknowledgment of the Ministry of Education and Science of the Republic of Dagestan – 5 people [13, p. 11,17,27].

These data testify to the great merit of the teaching staff of Dagestan, who take an active part in preparing school students for the International, All-Russian and Regional Olympiads. It should be noted that students of Dagestan have taken part in the All-Russian competition "Change" and took a prize-winning place.

It is known that the nature of the education system is determined by the socio-economic level of development of countries, political system, cultural, historical and national characteristics. The contribution that the faculty of the Dagestan State Pedagogical University makes to the training of specialist teachers for the Dagestan school should be noted. In the oldest state Pedagogical University in the North Caucasus, the faculty of Dagestan philology operates, which trains teachers of native languages for schools of the Republic. At such faculties as historical, management and law, and in a number of others, there are the following subjects: religious studies, history of world religions, history of Dagestan, philosophy of education, etc. Taking into account the fact that in the schools of the Republic, the subject "Fundamentals of religious culture and secular ethics" is being introduced as a regional component, an educational and methodological complex has been prepared by the teaching staff of the general university department of socio-humanitarian disciplines to help teachers of schools in the Republic of Dagestan.

Multinational, multi-denominational Dagestan has extensive experience in organizing the educational process, various types of schools in a multi-ethnic environment. Today, the Dagestan school meets modern standards, more than 30 schools in the regions of the Republic have equipped with modern technologies, "Growth Points" classes; information and communication technologies have been fully introduced in schools. "Science and technology park – Kvontorium" for the creative development of children and adolescents has been operating in Makhachkala since 2017.

The teaching staff of schools of the Republic is actively introducing the idea of developing education, which provides upbringing of a creative person with an active life position.

The main priorities for the development of the Dagestan national school are:

- Ensuring the content of education, which harmoniously combines the federal and national-regional components;

- Realization of the right to educate and upbringing Dagestani students in their native language from preschool age;
- Formation of intellectual abilities and moral qualities among students taking into account ethno-psychological characteristics and traditions of folk pedagogy of Dagestan;
- Introducing the young generation not only to their national culture, but also to the culture of other peoples, which makes it possible to educate students of universal human qualities, prepare them for life and work in the conditions of new economic relations;
- The priority of the national-regional component in the content and structure of subjects of a cognitive nature, aesthetic, physical and labour education;
- Formation of national-Russian and Russian-national bilingualism;
- Education of language, national and ethnocultural tolerance.

The Dagestan school as a national school is a secular school which provides the formation of a free personality capable of living in a multicultural world, operates in a single educational space of Russia in accordance with the requirements of the Federal State Education Standard. The Federal State Education Standard includes three components: federal, regional and component of the educational institution.

Currently, ethno-national education problems are regulated primarily by the Federal Law "On Education," the Law of the Russian Federation "On the Languages of the Peoples of the Russian Federation," the Federal Law "On the State Language of the Russian Federation," the Concept of the National Educational Policy of the Russian Federation" and others, which since the beginning of the 90^s regulate ethno-national education problems.

In conclusion, we note that education inherently means "to educate yourself." In general, it is a process of assimilation of systematized knowledge and skills necessary for the adaptation of a person to the natural and socio-cultural environment, the implementation and further development of various spheres of human activity. The main aspects of the interpretation of education: education as a value, education as a system, education as a process, education as a result [3, p.38].

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