

SOCIAL FACTORS INFLUENCING THE FORMATION OF PERSONALITY

Azizova Ziroat Bakhodirovna-
Kokand State Pedagogical
institute. Lecturer of the department
"Preschool Education"

Annotation: Despite the differences in approaches to learning, the parameters for which in currently assessing the readiness of the child for school. The prerequisites for successful schooling are the preparation of preschoolers for this. Readiness for learning is the formation of all mental processes, as well as the personality of a preschooler as a whole, at the level that is necessary for successful adaptation and learning in elementary school.

Key words: upbringing, training, development, formation, socialization, preschool education, sources of preschool pedagogy, subject of preschool pedagogy, object of preschool pedagogy.

The upbringing of a growing person as the formation of a developed personality is one of the main tasks of modern society. Overcoming the alienation of a person from his true essence, the formation of a spiritually developed personality in the process of the historical development of society does not happen automatically. It requires efforts on the part of people, and these efforts are aimed both at creating material opportunities, objective social conditions, and at realizing new opportunities for the spiritual and moral improvement of a person that open up at each historical stage. In this two-pronged process, a real opportunity for the development of a person as a person is provided by the totality of the material and spiritual resources of society. However, the presence of objective conditions in itself does not yet solve the problem of forming a developed personality. It is necessary to organize a systematic process of education based on knowledge and taking into account the objective laws of personality development, which serves as a necessary and universal form of this development.

The purpose of the work is to consider education as a social phenomenon.

1. Society as a guarantee of proper education

The child is constantly included in some form of social practice; and if its special organization is absent, then the educational influence on the child is exerted by its traditionally established forms, the result of which may be in conflict with the goals of education.

The historically formed system of education ensures that children acquire a certain range of abilities, moral norms and spiritual guidelines that meet the requirements of a particular society, but gradually the means and methods of organization become unproductive. And if this society requires the formation of a new range of abilities and needs in children, then this requires the transformation of the education system, capable of organizing the effective functioning of new forms of reproductive activity. At the same time, the developing role of the upbringing system comes out openly, becoming the object of special discussion, analysis and purposeful organization. The formation of a person as a person requires from society a constant and consciously organized improvement of the system of public education, overcoming stagnant, traditional, spontaneously formed forms. Such a practice of transforming the established forms of education is unthinkable without relying on scientific and theoretical psychological knowledge of the patterns of child development in the process of ontogenesis, because without relying on such knowledge there is a danger of a voluntaristic, manipulative impact on the development process, distortion of its true human nature, technicism in the approach to man. The essence of a truly humanistic attitude to the upbringing of a child is expressed in the thesis of his activity as a full-fledged subject, and not an object of the upbringing process.

The child's own activity is a necessary condition for the educational process, but this activity itself, the forms of its manifestation and, most importantly, the level of implementation that determines its effectiveness, must be formed, created in the child on the basis of historically established patterns, but not their blind reproduction, but creative use. . Therefore, it is important to build the pedagogical process in such a way that the educator directs the child's activities, organizing his active self-education by performing independent and responsible actions. The teacher-educator can and is obliged to help a growing person go through this - always unique and independent - path of moral and social development. Education is not an adaptation of children, adolescents, youth to the existing forms of social life, not an adjustment to a certain standard. As a result of the appropriation of socially developed forms and methods of activity, there is a further development of the formation of children's orientation towards certain values, independence in solving complex moral problems. "The condition for the effectiveness of education is an independent choice or conscious acceptance by children of the content and goals of the activity." Education is understood as the purposeful development of each growing person as a unique human individuality, ensuring the growth and improvement of the moral and creative forces of this person, through the construction of such a social practice, under which what the child is in its infancy or so far only constitutes an opportunity, turns into reality. "To educate means to direct the development of the subjective world

of a person”, on the one hand, acting in accordance with the moral model, ideal that embodies the requirements of society for a growing person, and on the other hand, pursuing the goal of maximizing the development of the individual characteristics of each child. It is in the process of purposefully organized activity that the most important need is formed in a person, defining him as a developed personality, the need for the good of another. It is indicative that the accumulator of psychological experience - literature, through the mouths of its most prominent representatives, repeatedly proclaimed this truth. At the turn of the 20th century, the great Russian writer posed an extremely simple and at the same time extremely complex question to all mankind: what happens to a person in the modern world? Why do the simple and clear foundations of his life (work, caring for his neighbor, love for nature and careful attitude towards it, compassion for man, etc.) suddenly begin to lose all their meaning and significance for him? What is this very “civilization” of modern man if, thanks to it, he loses the integrity of his moral consciousness and begins to strive for the most barbaric forms of self-destruction, often without noticing it himself? At the same time, the writer had a presentiment of what monstrous forms this "emancipated" element of "animality" would take in the "mass" consciousness of the inhabitant of the 20th century. Trying to understand all this, L. N. Tolstoy revealed the contradictions of the moral being of a person in modern society, pointing out that the main reason for the loss of faith and the meaningfulness of his existence lies in blind egoism, which perverted the spiritual and valuable nature of knowledge.

The meaninglessness of the idea of life, which occurs as a result of the complete enslavement of a person by "flesh", serves, according to L. N. Tolstoy, as the main obstacle to comprehending the meaning of his life, while liberation from its power again returns him to himself. himself as a spiritual and moral human being. This is the discovery of a person in himself of the infinity of his essence, which becomes the only real basis for the infinity of his existence, and is, as the writer argued, the highest meaning of life that can become available to every person. In this regard, scientists and practicing teachers proceed from the fact that upbringing (including education) cannot trail "at the tail of child development", focusing on its yesterday, but should correspond to "tomorrow of child development".

Management of the upbringing process, carried out as a purposeful construction and development of a system of given multifaceted activities of the child, is implemented by teachers who introduce children into the "zone of proximal development". This means that at a certain stage of development, the child can move on not independently, but under the guidance of adults and in cooperation with smarter "comrades", and only then completely independently. The purposeful formation of a person's personality involves its design, but not on the basis of a template common to all people, but in accordance with an individual project for each person, taking into account his specific physiological and psychological characteristics. The inclusion of a child in an activity organized by an adult, in the process of which multifaceted relationships unfold, consolidates the forms of social behavior, forms the need to act in accordance with moral patterns that act as motives that encourage activity and regulate children's relationships. "The art of education", comes to a reasonable conclusion, consists in using such an important psychological mechanism as creating the right combination of "understood motives" and "actually acting" motives, and at the same time in the ability to attach higher importance to a successful result of activity in time, so that this ensure the transition to a higher type of real motives that govern the life of the individual. Thus, adolescents are aware of the important and socially responsible life of an adult member of society. But only inclusion in a socially recognized activity turns these "understandable" motives into real ones. The main goal of personality development is the fullest possible realization by a person of himself, his abilities and capabilities, the fullest possible self-expression and self-disclosure. But these qualities are impossible without the participation of other people, they are impossible by opposing oneself to people, they are absolutely impossible in isolation and opposing oneself to society, without turning to other people, assuming their active participation in this process. Thus, the main psychological qualities underlying a developed personality are activity, the desire for self-realization and the conscious acceptance of the ideals of society, turning them into deeply personal values, beliefs, and needs for a given person. The growth of the range of needs, the law of the rise of needs, the development of the need-motivational sphere determine the nature of the formation of specific personality traits and qualities. Such specific personality traits that are formed in the process of education include: responsibility and a sense of inner freedom, self-esteem (self-respect) and respect for others; honesty and conscientiousness; readiness for socially necessary work and desire for it; criticality and conviction; the presence of solid, not subject to revision ideals; kindness and severity; initiative and discipline; desire and (ability) to understand other people and exactingness towards oneself and others; ability to think, weigh and will; willingness to act, courage, willingness to take a certain risk and caution, avoiding unnecessary risk. The named series of qualities is not accidentally grouped in pairs. This emphasizes that there are no "absolute" qualities. The best quality should balance the opposite. Each person usually seeks to find a socially acceptable and personally for him the optimal measure of the ratio of these qualities in his personality. Only under such conditions, having found himself, formed and formed as an integral personality, he is able to become a full-fledged and useful member of society. Psychological qualities are interconnected, integrated into a single personality. The core of the personality, which determines all its particular manifestations, is the motivational-required sphere, which is a complex and interconnected system of human aspirations and motives.

One of the central tasks of education is to form a humanistic orientation of the personality in a growing person. This means that in the motivational-required sphere of the individual, social motives, motives for socially useful activities must steadily prevail over egoistic motives. No matter what a teenager does, no matter what a teenager thinks, the motive of his activity should include an idea of society, of another person. The formation of such a humanistic orientation of the individual goes through several stages. So, for younger schoolchildren, individual people act as carriers of social values

and ideals - father, mother, teacher; for adolescents, they also include peers; for adolescents, they also include peers; Finally, an older student perceives ideals and values quite generally and may not associate them with specific carriers. Accordingly, the education system should be built taking into account age characteristics. It should also be focused on the "tomorrow" of children's development, which implies the inclusion of a child, adolescent, young man in a system of interconnected genetically successive and successive leading activities. Within each of them, special formations arise, each of them makes its own specific contribution to the formation of the motivational-need sphere of the individual. At the same time, the development of the motivational-required sphere occurs not only along the path of those included in non-new formations, but also through the differentiation and hierarchization of previously emerged motives of activity. The most developed structure of the motivational-required sphere has a personality with a social orientation of motives. Another important task of educating growing people is the formation of their sustainable educational and cognitive interests. A full-fledged upbringing involves the development of a cognitive need in children, which is aimed not only at the content of school subjects, but also at the entire reality surrounding them. The child must make sure from his personal experience that the world is cognizable, that a person, i.e. he himself can discover the laws that govern the world around him, predict events and check whether they really happen, find a single hidden basis of seemingly heterogeneous phenomena. This joy of learning, the joy of one's own creativity, transforms the initial curiosity into the inquisitiveness inherent in the child, makes it more stable. Curiosity is then concretized, focusing on a particular area of reality, i.e. begins to relate to one or another academic subject. There is a need not only for intellectual knowledge of certain aspects of reality, but also for their practical development and transformation. This need is objectified in the emergence of motives for a variety of labor activities, which, allowing you to save a special cognitive orientation that comes from the game and has much in common with the so-called intellectual games, transforms it into a conscious need to "seriously" work. Thus, at a certain age stage (now it happens during the period of graduating from an incomplete secondary school), a new qualitative shift occurs in the development of the motivational-need sphere, associated with the emergence of plans and intentions, the search for ways of self-realization in labor activity. Such a differentiation of motives leads to the formation of professional intentions in the structure of the motivational-required sphere.

Attitude to the profession is an essential element in the upbringing of a person. The most important thing here is the general conscious motivation to work, the desire and readiness to work for one's own benefit and the benefit of society. To do this, two interrelated feelings must be brought up - respect for working people and contempt for idlers. It is important that a child or teenager be able to "turn on himself" with these general attitudes, i.e. to appreciate himself for his work, to be "in agreement with himself" if he is busy with work, and to feel internal conflict, internal dissatisfaction with himself, shame if he does not work. Among the most important moments in this complex is the understanding of the social significance of one's work, the feeling that a person is in harmony with society, that he is engaged in an honorable business. Hence the importance of combining the education of children with a variety of socially approved labor, which alone makes the child a member of society, introduces him into the life of society. It is in the form of self-assertion in social labor that the child affirms himself as a person, the need for work is formed as a meaningful form of human-to-human relations. Psychological analysis shows that children, representing an integral part of society, its younger members, strive to live a common life with adults. The universal form of this life is socially significant work, participation in which provides children with the necessary position in life. The nature, volume, functions of labor activity, its role and degree of influence are different at different ages, but at all stages of the mental development of a person, it is this activity that determines the attitude of children, the development of their consciousness and self-awareness. Therefore, with all the enduring importance of the formation of the leading activity characteristic of each period of ontogenesis, special attention should be paid to the inclusion of all children in feasible types of socially useful activities. In order to be a full-fledged, socially active person, a useful member of society, in order to develop throughout life, a person must set himself large, socially significant, attractive and not simple ideas. Only serious goals can serve as an effective stimulus in life, allowing a person not to "exchange for trifles", and not to "go with the flow". The absence of such goals, the narrowness of the time perspective make a person as dependent on external circumstances as possible. Finally, the most important characteristic of the motivational-need sphere is the presence of a strong will in a person, i.e. real ability to turn your thoughts and intentions into deeds, deeds. Education of the will is one of the main points in the process of education. The will of a person is brought up gradually - he must learn to perform deeds and actions that he does not want to do, but must. From the ability to fulfill the requirements of others to the ability to formulate and fulfill them yourself - this is the way of development of the will in a person. The formation of these personality traits of a growing person determines his behavior in the mass of specific cases and situations that he encounters in life and which, of course, cannot be foreseen to the smallest detail in the process of education. The most important moral quality that should be formed in every growing person is the effectiveness of his worldview, moral ideals, and beliefs. A child, a teenager, a young man (girl) must not only think, but also act according to his conscience, in accordance with his worldviews. All forms of social work, all types of productive labor, all types of diverse individual entrepreneurial activity serve as such a "school of action". In these activities, the student is brought up the ability to subordinate his interests and his will to the decisions of others and to convince others that he is right, to defend his views in business, to set goals and solve them. In order for a socially recognized activity (including educational, labor, organizational, artistic, sports and other types) to act as a real "school" for testing and strengthening schoolchildren's beliefs, it must necessarily be: interesting and "honest" activity, i.e. . not be reduced to formal implementation; activities that are important for children,

in a certain way affecting their real, essential interests; free activity, i.e. providing the child with the opportunity to realize himself in it, to test all his abilities; difficult activity, i.e. its successful fulfillment must require, first of all, an effort of will (and at the same time be such that every child can fulfill it in such a way that it has a positive effect on him); an activity in which a young person faces a real alternative: to act "according to his conscience", according to his worldview, or "not according to his conscience", against his views. In the first case, it may be more difficult, but such behavior should also cause encouragement from the outside (from comrades, educator), and most importantly, cause inner satisfaction, increase self-respect. In the second case, when the act is facilitated, the child, teenager, young man should be ashamed, he should lose self-respect. It is especially important that it be an honest, free choice. For those who independently, freely chose an honest act, by this alone have greatly strengthened their moral backbone, their effective worldview, their actual life position. A person who has learned from his own experience how pleasant it is to overcome oneself, to achieve the respect of friends, agreement with one's convictions, will keep this experience for a long time.

A developed children's team is a necessary condition for self-affirmation of the individual. It is characterized by the commonality of goals and the adequacy of the motives for subject-practical joint activities aimed at the benefit of society, concern for the overall result, certain organization and nature of communication, and a wide system of collective ties. The most developed forms of children's relationships are created in the process of purposeful organization of their socially approved activities: educational, organizational and social, labor, artistic, sports, etc. At the same time, giving the main types of children's activities a certain target orientation, social significance allows not only age groups, but also to build them on a single basis. The combination of mutual responsibility, on the one hand, and, on the other hand, the need to demonstrate independence in the organization and implementation of pro-social activities provides conditions for the development of true independence. The maximum development of children's amateur performance is a defining feature of a developed children's team. Socially recognized activity as a means of forming a children's team and certain relations between its members can be implemented if it is properly organized.

This should be an organization in which:

- a) children of different ages perform separate parts of a common task, i.e. age division is carried out;
- b) significant goals of this activity have both social and personal meaning;
- c) an equal, proactive and creative position of each child is ensured (from planning affairs to evaluating its results);
- d) there is a continuity and complication of joint activities, and not only in terms of the activity itself, but, most importantly, from the position of its active participant, acting first for the "contact" team, then for the general school, and then for the district, city, society;
- e) this activity is aimed at the benefit of other people, society. It is in the developed forms of socially approved activity that the child's ability to take into account the interests and position of another person is formed and, accordingly, to navigate his behavior.

As an educational tool, the children's team is organized by adults. In this case, the question of the ratio becomes important:

- 1) the needs of children in communication
- 2) the tasks assigned to this team.

Practically in any organized children's association there is actually a certain combination of these two factors. However, the widest opportunities for their interaction are created in the conditions of the formed children's team. Actively including children in solving socially important tasks, such a team provides diverse forms of communication, determines the possibilities for the development of the individual as a person. At the same time, the psychological and pedagogical task is to ensure that the children's team is not perceived only as a form of expediency, so that in the eyes of children the educational function of the team recedes into the background before its socially useful function. Otherwise, its educational impact is leveled, being replaced by the influence of the so-called unofficial, informal children's associations. The children's team that exists in a modern educational organization is a multifaceted system within which children can be members of associations that are different in nature and duration of existence. An important role is played by the nature of the relationship that develops between children in the changing structure of permanent and temporary associations, which leads all students through the position of leaders and performers, forming the ability to command comrades and obey a comrade, creating an extensive network of various connections and relationships. A special place in strengthening inter-collective ties is occupied by the purposeful creation of temporary associations that allow organizing the activities of children in small groups, which are entrusted with the performance of short-term tasks. The psychological peculiarity of these groups lies in the fact that a schoolchild in such an association, usually numbering only a few children, is constantly under the influence of the public opinion of his comrades and cannot deviate from the accepted norms of behavior. In addition, it is easier for children to exercise independent leadership of a small number of peers. But the main thing is that only in small groups can each child determine for himself such a position in joint work in which he is able to apply all his knowledge, strength and abilities, i.e. there is an opportunity for everyone to single out his role in the overall activity, which is most adequate to his individual inclinations. Among the important points in the organization of the children's team is the uneven-age construction of contact associations of preschoolers. The composition of children's groups of different ages neutralizes the tendency that usually exists in the association of peers to become isolated in the circle of group interests. The child experiences the influence of each such group and, occupying a certain place in it, at the same time influences those around him, optimizing his own development.

But this path is realized only in the multifaceted system of the children's team of the school as a whole, where in complex structural relationships there are contact teams, different in duration of existence, volume and content of activity. In the children's team there is a very special psychological situation. The presence of common interests for children of different ages and engaged in different types of activities: general school affairs, relationships between classes, groups, brigades, headquarters, circles creates opportunities for establishing extended types of relationships between children. In particular, the children's team ensures the unity, friendship, camaraderie of older and younger preschoolers.

Renewing itself annually, the children's collective retains at the same time its own laws, customs, traditions and requirements. In this regard, it is a constantly acting force that helps to create, stabilize, and develop the interests of contact teams. The more the collective beginnings are expressed in the general collective, the stronger the contact associations of children are soldered together; the more significant, broader the common goal, the more visible its social character, the stronger the ties of all children's groups in their common hierarchy. The purposeful organization of an extensive children's collective provides the most favorable psychological conditions for the formation of the collectivist qualities of the personality of each child.

Collectivism is one of the defining relations of the individual in his specific activity - a creative attitude to the social cause, expressing the need for a cause that is necessary for other people. Such a need cannot be formed in a closed team, focused only on achieving its goals, which is fraught with the danger of the development of group action. Quite often, children, showing within their team relations of camaraderie, mutual assistance, responsibility, do not demonstrate the qualities of a collectivist outside their team. What is the reason for the weak formation of collectivist qualities? One of the most serious reasons for this is the excessive isolation of the child in the team. The formation of a class team, a student brigade, undoubtedly, contributes to the education in children of certain attitudes towards their team, within the team. However, even comradely relations, relations of business independence are still not in themselves identical with the collectivist qualities of the individual children who make up the collective. Collectivism cannot be based only on the affairs of one's own collective, because to be a collectivist means to root not only for the affairs of one's own collective. The main thing in collectivism is the social orientation of activity, a creative attitude towards any other person as an end, and not as a means of activity. Therefore, the formation of truly collectivist qualities of a person involves "abstracting" from the deeds and goals of a particular team, the connection of these deeds and goals with the broader tasks of other teams that make up society, it is on this path that a teenager, a young man, develops personal responsibility for common affairs. So, the formation of the personality of a human collectivist requires the organization of a system of a multifaceted children's team, a system, and not a conglomerate of classes, groups, circles, brigades, etc. the subordination of the goals of each specific team to the solution of common socially significant tasks. It must be emphasized that the upbringing of children in a team, which is based on a system of prosocial activity, is not one of a number of important educational principles, but a special, qualitatively unique approach to the formation of a growing person as a person.

Conclusion

As in any other business, there are still unused reserves in the process of education. Pedagogical teams and sociologists are working on their opening. A special role in this regard belongs to psychological science. Thus, labor activity is one of the important factors in the education of the individual. Involving in the labor process, the child radically changes his idea of himself and the world around him. Self-esteem changes radically. It changes under the influence of success in work, which in turn changes the authority of the student in the class. The issue of authority, self-affirmation plays a particularly important role in the senior school age. The teacher-educator must support and direct the developing interest not only to his subject, but also to other areas of knowledge. Under the influence of this interest, self-knowledge will develop. The main developing function of labor is the transition from self-esteem to self-knowledge. In addition, in the process of work, abilities, skills and abilities are developed. New types of thinking are formed in labor activity. As a result of the collective work, the preschooler receives the skills of work, communication, cooperation, which improves the adaptation of the child in society. Labor is an equivalent subject of the curriculum.

Literature:

- 1). Ильин, Е.П. Мотивация и мотивы [Текст]: учеб, пособие / Е.П. Ильин. – СПб.: ПИТЕР, 2000.-215с.
- 2). Larina V.P., Khodyreva E.A., Okunev A.A. Lectures at the creative laboratory "Modern pedagogical technologies" - Kirov: 1999 - 2002.
- 3). Petrusinsky V.V. Irgi - education, training, leisure. New school, 1994
- four). Gromova O.K. "Critical thinking - how is it in Russian?" Creative technology. //BSh No. 12, 2001
- 4). NazirovaGuzal. (2022). MAKTABGACHA KATTA YOSHDAGI BOLALARDA IJTIMOIIY ONGNI SHAKLLANTIRISHNING PEDAGOGIK-PSIXOLOGIK XUSUSIYATLARI. YoshTadqiqotchiJurnali, 1(5), 35–39.
- 5). NazirovaGuzal. (2022). PEDAGOGICAL-PSYCHOLOGICAL ASPECTS OF THE FORMATION OF SOCIAL CONSCIOUSNESS IN PRESCHOOL CHILDREN. YoshTadqiqotchiJurnali, 1(5), 40–46.
- 6). Akilovna, E. M. (2022). METHODS OF PROFESSIONAL COMPETENCE DEVELOPMENT OF PEDAGOGUES. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(05), 228-232.
- 7). Akilovna, E. M., &Fotima, B. (2022). MODERN APPROACHES TO CHILDREN'S INTELLECTUAL DEVELOPMENT. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(05), 233-237.

- 8). Ravshanbek, J. (2022). CREDIT-MODULE SYSTEM, ITS BASIC PRINCIPLES AND FEATURES. *Yosh Tadqiqotchi Jurnali*, 1(4), 304-309.
- 9). Ермолаева, М.В. Развитие личности дошкольника [Текст] / М.В. Ермолаева // Психология развития. – М., 2000.- С.142-148
- 10). Эльконин, Д.Б. Игра в развитии ребёнка [Текст] / Д. Б. Эльконин // Мир психологии. – 2004. - № 1. – С. 42.
- 11). Raximova, Feruzaxon Muxammadjonovna. "PROBLEMS OF ESTABLISHING AND STRENGTHENING THE MATERIAL BASE OF PRESCHOOL EDUCATION ORGANIZATION." *Актуальные научные исследования в современном мире 4-7* (2021): 51-56.
- 12). Mukhammadjonovna, Rakhimova Feruzakhon. "Pedagogical and psychological features of the formation of the creative activity of future teachers through personality-oriented education." *ACADEMICIA: An International Multidisciplinary Research Journal* 11.4 (2021): 1053-1056.
- 13). Muhammadjonovna, Rakhimova Feruzakhon. "Improvement Of The System Of Formation And Development Of Creative Activity Of Future Educators On The Basis Of Personality Oriented Education." *Eurasian Journal of Humanities and Social Sciences* 3 (2021): 32-36.
- 14). Muhammadjanovna, Rakhimova Feruzakhon. "THE SYSTEM OF FORMATION AND DEVELOPMENT OF CREATIVE ACTIVITY OF FUTURE EDUCATORS THROUGH PERSON CENTERED EDUCATION." *World Bulletin of Social Sciences* 7 (2022): 75-77.
- 15). Назирова, Г. М. "РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ ВОСПИТАТЕЛЕЙ ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ НА ОСНОВЕ СИСТЕМНОГО ПОДХОДА." *Актуальные проблемы современной науки* 4 (2014): 96-99.