

Pedagogy in the View of the Theory of Automatic Control

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Abstract. There is a process of mutual frustration between teachers and students. The author sees the growth tendencies of this process in the fact that, on the one hand, students are more interested in getting a diploma from the university, and not in the knowledge that should be obtained while studying at this university; on the other hand, the attitude of teachers towards students also began to contain a mercantile component to a greater extent, which was initiated by the introduction of a paid education system, the dependence of the teacher's actual income on the number of such paid students and the absence of an equally pronounced dependence on the quality of their training. The author believes that the learning process should contain, as an indispensable component, mutual respect of teachers and students, and as a highly desirable component - a sense of friendly and collegial disposition. The author believes that the teacher and the students are colleagues, since they have the same goal in their work, namely: getting students of the required level of education. On this basis, it can be argued that the attitude of either side to the other side as an enemy, and even more so as an enemy (opponents are in the game, and enemies are in war) is completely unacceptable. The reason for the emergence of antagonistic relations can be individual conflicts arising from the instability of feedbacks formed by a dynamic system containing all participants in the pedagogical process. This article is inspired by research on the applicability of automatic control theory to social systems [1], and the desire to write and publish it is dictated by the lack of such research in pedagogy.

Key words: pedagogy, teaching, automation, control, achievement of goals

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