ISSN NO: 2770-2367
Date of Publication: 30-04-2022

The Importance of the Design of the Pedagogical Process in Improving the Quality of Education

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Annotation: The article deals with the necessary aspects of the design of lessons, the analysis of the teaching process, learning outcomes, teaching students to think, teaching creative analysis of knowledge, the transformation of acquired knowledge into skills. creation of a methodical system, important aspects of design in the acquisition of the content of knowledge and skills to be acquired by students, and as a result of these aspects a clear basis for students to choose their own path of learning, which - Involvement of professional needs and aspirations in the design of the educational process, the paradigm of person-centered education, the teacher in the design of training, first of all, the analysis of the teaching process, learning outcomes, independent students to teach thinking, independent reading, creative analysis of knowledge, to turn the acquired knowledge into skills to create a methodical system, to develop the content of knowledge, skills and abilities that students should acquire, to organize students' learning activities and training exercises using the created methodical system and the content of educational data the purposeful selection of organizational forms of cognitive activity for children and the content of its implementation are explained.

Key words: educator, process, project, methodology, system, information, content, student, knowledge, activity, activity, form, purpose, solution, result, research, formation.

Introduction.

In the process of reforming the education system, a wide range of opportunities are being created for the full development of the individual and the effective education of young people [6]. In modern society, the level of development of a country is determined not only by its technical condition, but also by the design competence of specialists trained in higher education institutions. In modern conditions, the training of specialists in the higher education system, the maximum satisfaction of the educational needs of the individual and society, the optimization of the differentiation of vocational training is an important direction. The most important feature of continuing professional education is the adherence to the principle of continuity, reliance on tradition in achieving educational goals. Analysis of the activities of teachers of vocational education in higher education institutions shows that the formation of their design competence in their subject and the education of a harmoniously developed generation and their consistent application in future professional activities requires skill.

It should be noted that before the establishment of pedagogical technology, the education system did not develop clear and effective rules for the design of the educational process. Only education is preaching. Pedagogical technology has eliminated this shortcoming by creating a wide field of activity for the teacher to design the teaching process. As a result, scientists are creating clear and sufficient rules for the design of learning processes in the education system. At the same time, pedagogy is about paving the way for creative maturity.

Ensuring the development and prospects of our country is associated with great changes in the economic, social, political and cultural spheres [7]. Nowadays, the level of knowledge, scientific-innovative thinking and effective use of innovative technologies in production is increasing in each of the members of the rapidly developing society in all directions.

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Main part.

The orientation of the general system of education towards the personal and professional formation of the teacher has led to significant changes in the structure, content and technology of training students in higher education in recent years. The humanization, stratification, and popularization of pedagogical education have made the system of continuing education relatively flexible, flexible, and transparent. As a result, there is a clear basis for students to choose their own path of education, which will more fully meet their personal and professional needs and aspirations. Thus, the relevance of the design of the educational process to the paradigm of person-centered education requires the identification of its key aspects.

In designing the lesson, the teacher, first of all, analyzes the teaching process, learning outcomes, teaches students to think independently, read independently, teach creative analysis of knowledge, turn the acquired knowledge into skills creates a methodological system on the topics of study, develops the content of knowledge, skills and abilities that students should acquire. Organizes the educational activity of students with the help of the created methodical system and the content of educational data and selects the organizational forms of educational activity (theoretical lessons, practical training, etc.) for the purpose and solves it. sends.

As a social order for the design of the educational process, it is necessary to develop a system of guaranteeing learning outcomes, based on the general goals of education, planning learning objectives, for which learning and teaching, mastering. Learning objectives are clarified and lessons are designed to ensure learning outcomes based on the content. If we consider this as a repetitive, regenerative structure, then the learning process consists of certain modules, units, which in general are brought to a single and integrated content based on the addition of these modules, units. Most important is the presence of repetitive, repetitive, and correlated feedback [8, 9, 10, 11].

Goal-setting, reviewing current results, breaking down learning into individual pieces of information - these are the hallmarks of the learning process - these are the characteristics of a repetitive learning cycle. In other words, a recurring learning cycle takes place, and it includes the following parts:

- general definition of educational goals;
- clarify the overall goal and turn it into a learning goal;
- a set of educational activities;
- evaluation of educational results.

Due to this repetitive form of the learning process, it has the character of a module, divided into separate blocks (sections), which have different content, but a common structure.

The following is the technological approach to designing any phase of training:

- setting a clear goal based on the overall goal of the educational phase;
- pre-selection of forms, methods and means of teaching to achieve the specified goal;
- based on diagnosed learning outcomes.

At the same time, the peculiarity of the design of the educational process is that the learning outcome is not limited to the knowledge, skills and abilities that are reproduced, but also creates a creative, research approach to the learning process. warms up.

It is important to master the basics of design, because, first of all, this technology is widely used in all stages of the organization of the education system. Second, social culture allows one to know the logic and technology of design, and to perform analytical, organizational management tasks effectively. Third, design technologies ensure the competitiveness of the specialist.

Project activities include:

- problem analysis;
- goal setting;
- choose a means to achieve it;
- search and processing of information, its analysis and generalization;
- Evaluation of the results and conclusions.

Subject activity consists of three parts: subject, activity and communication. Project activity is one of the methods of developmental education, aimed at developing independent research skills (problem statement, data collection and processing, conducting experiments, analysis of the results

ISSN NO: 2770-2367
Date of Publication: 30-04-2022

obtained), leads to the development of creative abilities and logical thinking, combines the knowledge acquired in the educational process, helps to understand the essence of vital problems [12, 13, 14].

The aim of the project is to help students understand and apply the knowledge, skills and abilities they have acquired while studying different subjects.

The purpose of the teacher's design activities:

- training in planning (the teacher is able to define the goal, to express the main stages of achieving the goal in the course of work);
- develop the ability to collect and process information materials (the teacher must be able to select and use the necessary information);
- analytical skills (creative and critical thinking);
- Ability to compose a written report (be able to create a work plan, present information accurately, make comments, have an understanding of the necessary literature (bibliography));
- to form a positive attitude to work (the teacher should take the initiative, try to do the work in a timely manner according to the established work plan and order).

Results and discussions.

In the process of analyzing the problems of the quality of vocational education, pedagogical design is used as a methodological basis.

The design of teaching is the general purpose of education, the content of which is the learning objectives of reading, teaching, assessment of learning, making adjustments. This process must be designed to be productive and meet the requirements of scientific and technological progress.

As a process, education consists of a combination of three elements (characters): teaching (teacher's teaching activity), reading (learner's learning activity) and the content of education (their combination) object of activity).

According to N.N Azizkhodjayeva [1], in order to ensure the effectiveness of the design process, a clear solution of the social order and the achievement of the intended goal, the design of the teaching process, ie the introduction of pedagogical technology in the educational process required. Indeed, "the peculiarity of the method of pedagogical technology is that it designs a learning process that ensures the achievement of the planned goals of education."

Project (Latin projectus - advanced) - an idea expressed in the form of an image, substantiation, exact calculation, drawings, ideas, thoughts, images that reveal the essence of the information, define the exact ways to implement them [17].

An educational project is a research, exploratory, creative activity in which students implement important theoretical or practical problems [2].

According to pedagogical scientist Malla Ochilov [4], the most successful method of pedagogical technology is the design of the learning process, which guarantees the achievement of the planned goals of education.

Doctor of Pedagogical Sciences, Professor O. Rozikov states that the practical basis of educational technology is the preparation and implementation of educational projects [15].

According to the author, the design of lessons takes into account the purpose of the teacher's education, the content of education, the content of the program, textbook, assignments for creative activities, the content of previous activities of the teacher-student, future activities . The curriculum should focus on the full mastery of each topic in the textbook by the student, comparing the level of knowledge and skills with the existing requirements. When designing the learning process, it is important to keep in mind that students are constantly moving towards their goals.

Researchers of design problems support the idea of the creative variety of this activity. P. Hill [18] summarizes creativity as "the successful flight of thought beyond the limits of knowledge", "design is both a science and an art", that is, it has the characteristics of both scientific and practical creativity 'admits.

The design problem has a history of development. The term "pedagogical project" is more common in pedagogical work, which has the following meaning: in education, a project - a set of formalized pedagogical ideas, pedagogical processes and technologies aimed at designing the

ISSN NO: 2770-2367
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education system, as well as their practical implementation programs [17]. In this case, the design, according to E.S. Zair-Beck [3], consists of the development of ideas and a program of action on what needs to be transformed. The ideas and action plan developed (in this study, the student's specific educational orientation) occur as a product of design. Design emerged as a field of professional activity in engineering, construction, manufacturing, and then spread to economic, managerial, and social activities, particularly pedagogical activities. According to V.E. Radionov [16], the multifaceted cultural-historical phenomenon of design stems from the essence of the vital activity of any person present in all spheres of his activity. Professional pedagogical activity from a scientific or practical point of view is no exception.

"Pedagogical design is a system of interconnected actions of the teacher aimed at solving pedagogical problems or a series of pre-planned pedagogical processes." Design activities are closely linked to predictive activities, so forecasting is considered in more detail.

The first concept is "to predict is to predict the outcome of an event in the future." Didactic prediction is the process of scientifically predicting the development of didactic events.

The simple methodology of forecasting includes the following main stages of research: “pre-forecasting goal (object, subject, problem, goals, tasks, progress time, working assumptions, methods, structure and organization of research); forecasting environment (collection of data on non-specialized forecasting, neighboring networks, affecting the development of the object); collection of data on the initial model, ie the system of indicators, dimensions that illuminate the nature and composition of the object; search forecasting (a future draft of the initial model, which identifies future problems that need to be addressed based on the observed conditions, taking into account the factors of the forecasting environment); normative (draft of the first future model that meets the stated goals and criteria for the given indicators); assessing the level of reliability and identifying predictive models, usually by asking impartial experts; make recommendations for narrowing solutions based on comparisons of predictive models ”.

The second concept is planning. Planning is the comparison of a plan or a project of something, and a plan is "a series of preconceived actions, an intention, a project, a task that requires the implementation of a common goal." Planning and design are often used interchangeably. There is no real difference between the plan and the purpose of the project. Both the plan and the project illuminate the future reality and are drawn up to make it happen. But in our opinion, design has a broader concept than planning. Planning is a specific action, an activity that is related to determining their order, that is, an activity that is a changing component of the future. In design, the future thing or process is grounded and described based on principles, showing how to implement it. The plan is a system of actions to be taken. Planning plays an important role in a teacher's career. In the planning process, the educator pays close attention to the activities facing him, pedagogically reworks the content. Looks for more efficient, more productive forms and methods of organizing it. It determines its composition, the interrelationships between its parts, the interrelationships between its parts, and seeks the relatively productive forms and methods of combining and interacting with them, i.e., forming a productive, efficient system of work.

The third concept is modeling. It is “a method of studying objects of knowledge in their models; to identify or improve descriptions of clearly existing objects, events, and objects to be constructed and studied for simplification, management, and so on. ”

A model is a natural or social being of a certain type of human culture, an analogy of the original product of ideological and theoretical education (drawing, composition, system of symbols). This analogy is original and serves to store and expand knowledge (information) about its properties and structure, its modification or management.

The first difference of the model from the project is the purpose of its creation. A model is used to study an object, an event, to obtain information, to study its aspects, and to change and control it. The project is used to create things, to integrate them into existence, and, as mentioned above, to perform the function of cognition.

Another feature of the model, according to the above definition, is that it "represents" and "replaces" the existing reality, and the project describes what does not yet exist. Model is an analogy of an entity; it avoids unimportant cases, only the main parts and descriptions.

ISSN NO: 2770-2367
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Conclusion.

The project is the result of activity in the information environment, and the product is the result of activity in the environment of material objects. Based on this approach, a project is a system of concepts that provides an abstract representation of an object, a set of properties of the material obtained as a result of aggregate analysis that represents a creative or executive intention.

Design is seen as the choice of some method of action, in particular - as the logical basis of systemic action. A project is a new building created by a designer, in which case the design process itself can be viewed as creative.

As a creative process, design goes through stages such as inspiration, emotional sinking, the interaction of thought and imagination, the sharpening of the mind, the ways to achieve a goal, and the enlightenment and brilliance of the result.

To some extent, design involves the modeling, forecasting, planning, and construction of future educational processes. Designing the educational process is a complex activity that requires a teacher to have a system of practical, didactic, methodological - methodological, material and other knowledge, because it illuminates the real educational process at an imaginary level.

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