Asian Journal of Multidimensional Research
ISSN: 2278-4853 Vol. 11, Issue 11, November 2022 SJIF 2022 = 8.179
A peer reviewed journal

THE DESIGN METHOD IS THE BASIS OF PEDAGOGICAL PROCESS DESIGN TECHNOLOGY

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DOI: 10.5958/2278-4853.2022.00330.5

ABSTRACT

In this article, the activity of the pedagogue in the design of the pedagogical process, his use of pedagogical tools and technologies, the stages and tasks of the organization of the pedagogical process, the methods of ensuring that these tasks are solved in a holistic, organizational-methodical, material-technical, as well as social-psychological way, pedagogical design the needs of students in the application of technology, the possibility of preparing for lessons at a certain stage of the educational process, and the issues of developing students' self-development skills were analyzed.

KEYWORDS: *Project, Pedagogical Activity, Diagnosis, Synthesis, Pedagogical Task, Pedagogical Goal, Strategic, Tactical and Operational Task, Educational Material, Pedagogical Process, Psychodiagnostic Examination.*

INTRODUCTION

The projects differ from each other according to the subject and its direction. Creative activities such as analytical activities, foresight and design are manifested in the projects, which are carried out by the pedagogue in a row and end with the diagnosis. Diagnosis, foresight and design are the indispensable trinity of solving any pedagogical task. The purpose of the project is reflected in advance on paper as a calendar-plan, a brief written statement. Effective solution of strategic, tactical and operational tasks depends on the quality of design technology.

In the design of the pedagogical process, not only the activities of the pedagogue, the content and possibility of using pedagogical tools should be taken into account. It is necessary to highlight the content of activities organized by individual students and groups of students [1, p.568].

RESEARCH METHODS

Designing is a general strategy that reflects the pedagogical process, based on the social and pedagogical goals of education. Curriculum, programs, textbooks, methodical recommendations and other training manuals serve as an important resource in designing.Pedagogical goal is considered as a pedagogical task at the stage of preparation for organization of pedagogical process. The success of pedagogical activity depends on the understanding of the nature of various tasks one way or one after the other. It is important to define common tasks for pedagogical activity. Then, it is appropriate to clearly define staged tasks (separate stage tasks)

that clearly express the essence of a certain stage of the pedagogical process, and finally special (situational) pedagogical tasks.

RESULTS AND DISCUSSIONS

If the pedagogical situation is not understood correctly enough, then the ways of solving pedagogical tasks are not defined correctly. A teacher who has just started his professional activity will not have the skills to correctly understand the pedagogical situation and correctly define the tasks due to his inexperience. Therefore, they act on their own and want to solve the pedagogical task immediately, as a result of which a serious mistake is made.

However, in some cases, even experienced pedagogues ignore the correct understanding of the pedagogical situation. As a result, there is an imbalance in pedagogical activity: the pedagogue activates students, uses visual aids, and monitors knowledge without thinking about whether his activity can ensure the solution of pedagogical goals.Another imbalance of pedagogical activity is that most pedagogues replace pedagogical tasks with secondary, functional, transitory tasks and focus only on them. The understanding of the pedagogical task serves as the basis for the analysis and diagnosis of the available data. In addition to determining the location of the situation, the analysis of data should be aimed at determining the main components of the entire pedagogical process, such as the teacher, the student and the relationship between them, as well as the content of education, effective tools and pedagogical conditions[2, p.324].

The analysis of the data helps to have scientific evidence, such as the essence of the pedagogical process, the planned study of the state of collective and individual student actions in concrete situations. These arguments form the basis of practical activity. The available evidence makes it possible to diagnose the progress of the pedagogical process and the guarantee of the expected result. In our opinion, it is appropriate to clarify the essence of the concept of “diagnosis” at this point.

Diagnosis (Greek diagnostikos - quick understanding) was initially considered a concept used in medicine, and it was recognized as a doctor's conclusion, which means the essence of the disease and the patient’s condition, which means a consistent study of it in every way [3, p.212].

In recent years, the concept of “diagnosis” has been widely used in practical pedagogy. Pedagogical diagnosis is usually based on taking into account the psychological and subjective features of the pedagogical process (psychodiagnostic examination). Psychodiagnostic examination is based on comprehensive or specific coverage of the student’s personality and his activity. The need for a qualified pedagogical diagnosis requires the teacher to study in depth the methods and special methods of studying the personality of the student, the team, as well as the characteristics of the whole pedagogical process.

Diagnosis is a general requirement for solving educational (or educational) goals and tasks. It is closely related to the clarity, uniformity of goals, methods of their implementation, measurement and evaluation.

Pedagogical diagnosis is based on the comprehensive knowledge of the student’s personality, the study of the characteristics of the audience as a team, the analysis of data in specific pedagogical situations, which make it possible to move to the next important stage of designing the educational process, that is, to foresee the pedagogical process. This situation leads to the

formation of a pedagogical goal and allows to set well-thought-out pedagogical tasks based on the goal. Prevention of failure to achieve the pedagogical goal is achieved only when the level of development of the individual is consistent with educational goals. That is, the pedagogical goal inevitably solves problems as an important factor of the pedagogical system.

Pedagogical anticipation is the process of learning information about an object in advance. Audience, student, knowledge, attitude, etc. are chosen as objects.There are different methods of prior knowledge, and the teacher should be able to master them perfectly. Foresight methods include modeling, hypothesizing, synthesizing, reasoning, thought experiments, and more.These methods are closely related to each other. Foresight is manifested in the pedagogue's assumption of effective methods used by him in mentally performing pedagogical tasks.

Foresight is an important professional quality of a teacher. Although the ways to achieve it are complex, the goal of pedagogical activity is the modeled result of the activity that has not yet been realized, and the pedagogical process is reflected as a project of quantitative and qualitative changes.

Pedagogical foresight is the final result of clarifying pedagogical tasks and directing them to the system of pedagogical tasks in connection with the pursuit of the goal. In this case, the information expressed in the pedagogical diagnosis, that is, the additional capabilities and preparation of the individual and the team, should be taken into account. As a result, scientifically based foresight synthesizes the pedagogical task, the content of the activity of the teacher and the student, motivation and aspects that need to be solved in the short term. Pedagogical task is formed by the pedagogue, first of all, for himself then attention is focused on solving the pedagogical task based on the capabilities of students [4, p.75].

In pedagogical design, it is necessary to ensure that the pedagogical task is solved as a whole in terms of content, organizational-methodical, material-technical and social-psychological (emotional, communicative, etc.).

Curriculum or student personality is the basis for designing educational content, in which case the teacher makes an independent decision about what to present to students in accordance with pedagogical activities, goals and conditions. In the decision-making process, it is appropriate to consider the following:

1) What and to what extent students need to learn from the recommended information;

2) The level of initial preparation of students, their possibilities of receiving educational information;

3) The teacher's personal, as well as the material and technical base of the educational institution.

In this place, the technology of educational information design plays an important role. Educational material consists of a system of materials (that is, a system of educational materials), which is reflected in material or materialized models of didactic material and is intended for use in educational activities.

As long as educational activity is considered as a process of solving educational tasks, naturally, the educational task is structured according to certain parts of the educational material. At the

same time, the educational material can be recognized as a pedagogically goal-oriented system. So, in the activity of the teacher, the system of educational tasks is reflected as the design of educational material and the formation of didactic material [5, p.90-93].

The analysis of experiences shows that the design of the pedagogical process is a complex process. The complexity is seen in the fact that two factors must be taken into account when designing the pedagogical process: limitations and instructions. It is taken into account that the educational content fulfills the requirements of scientific and practical importance is organized in accordance with the time allocated to the educational process, as well as the mutual compatibility of the educational content and its level of acceptance by students. Therefore, the complexity of the situation, ways to overcome the difficulties in mastering the basics of educational science must be determined in advance.

Usually, a pedagogue who strives to achieve positive final results works according to the content defined in the curriculum. Based on this, he creates his own personal activity program.

CONCLUSION

Therefore, a pedagogue will be successful in applying design technology only if he recognizes the needs of students, the possibility of preparing for a lesson at a certain stage of the educational process, and the development of students' self-development skills as the main issues.

Future-oriented and agile design in teacher activity is adapted differently in different classes. When starting to design a pedagogue, be it a lesson or an educational event, he should know the place of each pedagogical task in the system of the whole pedagogical process.

Educators with skilled, systematic modeling skills can create sustainable technologies. They differ sharply from pedagogues who have the ability to implement (local) modeling suitable for specific conditions. Therefore, in the activities of the second group of pedagogues, not a holistic science (or pedagogical process), but the technology of the lesson (or educational event) takes a leading place.

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