# THE NEED FOR TECHNOLOGY IN THE DESIGN OF THE PEDAGOGICAL PROCESS

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## ABSTRACT

*This article discusses about the need for a qualified pedagogical diagnosis, pedagogical task in preparation for the organization of the pedagogical process and curriculum or individual student learning as the basis for designing content.*

***Keywords:*** *pedagogical process, pedagogical task, pedagogical diagnosis, decision-making process, design technology.*

## АННОТАЦИЯ

*В данной статье речь идет о необходимости квалифицированной педагогической диагностики, педагогического задания при подготовке к организации педагогического процесса и учебного плана или индивидуального обучения учащегося как основы для проектирования содержания.*

***Ключевые слова:*** *педагогический процесс, педагогическая задача, педагогическая диагностика, процесс принятия решений, технология проектирования.*

## INTRODUCTION

Projects differ in subject matter and direction. Analytical activities, which are carried out sequentially by the educator in the projects and end with the diagnosis; creative activities such as foresight and design. Diagnosis, foresight and design are an integral part of any pedagogical task. The purpose of the project will be reflected in advance on paper as a calendar, a brief written statement. The effective solution of strategic, tactical and operational tasks depends on the quality of design technology [Mishra P, Koehler, 2006]

## MATERIALS AND METHODS

The design of the pedagogical process should not only take into account the activities of the teacher, the content and capabilities of the use of pedagogical tools. It

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should focus on the content of the activities organized by the individual student and the group of students.

Design is a general strategy that reflects the pedagogical process, based on the social, pedagogical goals of education. Curricula, syllabi, textbooks, guidelines and other teaching aids are important sources in the design.

The pedagogical goal is accepted as a pedagogical task in preparation for the organization of the pedagogical process. The success of pedagogical activity depends on the understanding of the essence of different tasks in one way or another. It is important to identify common tasks for teaching. Then it is expedient to clearly define step-by-step tasks (separate stage tasks), which finally express the essence of a certain stage of the pedagogical process, and finally special (situational) pedagogical tasks [Xudoyqulov, 2012].

**DISCUSSION AND RESULTS**

If the pedagogical situation is not sufficiently understood, then the ways of solving pedagogical problems are not defined correctly. Due to the inexperience of a teacher who has just started his / her professional career, he / she does not have the ability to understand the pedagogical situation and set tasks correctly. Therefore, they act on their own and try to solve the pedagogical task immediately, resulting in a serious mistake.

However, in some cases, even experienced educators do not pay attention to the correct understanding of the pedagogical situation. As a result, there is a disproportion in pedagogical activity: the teacher activates students, uses visual aids, controls knowledge, without thinking about whether his activity will ensure the achievement of pedagogical goals. Another asymmetry of pedagogical activity is that most educators replace pedagogical tasks with secondary, functional, transient tasks and focus only on them (lesson organization, organization of events).

Understanding the pedagogical task is the basis for analyzing and diagnosing available data.

In addition to identifying the situation, the analysis of the data should focus on identifying key components in the entire pedagogical process, such as the educator, the learner and the relationship between them, and the content of education, effective tools, and pedagogical conditions.

Data analysis helps to gain scientific evidence, such as the nature of the pedagogical process, the systematic study of the state of team and individual student behavior in specific situations. This evidence forms the basis of practical activity.

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The available evidence allows to diagnose the course of the pedagogical activity and the guarantee of the expected result. In our opinion, it is appropriate to emphasize the essence of the concept of "diagnosis" here.

Diagnosis (Greek diagnostikos - quick comprehension) was originally a concept used in medicine and was recognized as a doctor's conclusion, which means a thorough study of the nature of the disease and the patient's condition.

In recent years, the concept of "diagnosis" is widely used in practical pedagogy.

Pedagogical diagnosis is usually made on the basis of taking into account the psychological, subjective features of the pedagogical process (psychodiagnostic examination). Psychodiagnostic examination is based on a holistic or specific coverage of the student's personality and activities.

The need for a qualified pedagogical diagnosis requires the teacher to study in depth the methods and special techniques of studying the individual student, the team, as well as the characteristics of the whole pedagogical process.

Diagnosis is a general requirement for addressing the goals and objectives of education (or upbringing). It is closely related to the accuracy, uniformity of goals, methods of achieving them, measurement and evaluation.

The basis of pedagogical diagnosis is a comprehensive knowledge of the student's personality, the study of the characteristics of the classroom as a team, the analysis of data in specific pedagogical situations, which are the transition to the next important stage of designing the educational process. allows you to anticipate the process. This situation leads to the formation of pedagogical goals and allows to define well-thought-out pedagogical tasks on the basis of goals. Preventing a pedagogical goal can only be achieved if the level of development of the individual is consistent with the goals of education. That is, the pedagogical goal, as an important factor in the pedagogical system, inevitably solves problems.

Pedagogical foresight is the process of learning information about an object in advance. Class, student, knowledge, attitude, etc. are selected as objects.

There are many types of foreknowledge and they need to be mastered by the teacher. Predictive methods include modeling, hypothesis, synthesis, proof, reasoning, and more.

These methods are closely related. Foresight is defined as the educator's assumption of the effective ways in which he or she will be able to think through pedagogical tasks.

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

Pedagogical foresight is the end result of defining pedagogical tasks in relation to goal-orientation and directing them into a system of pedagogical tasks. This should take into account the information expressed in the pedagogical diagnosis, that is, the additional capabilities and readiness of the individual and the team. As a result, science-based foresight synthesizes the pedagogical task, the content of teacher and student activities, motivation, and aspects that need to be addressed in the short term. The pedagogical task is formed by the educator, first for himself, and then the focus is on solving the pedagogical task based on the abilities of the students.

Pedagogical design requires ensuring that the pedagogical task is solved as a whole in terms of content, organizational-methodical, material-technical and socio-psychological (emotional, communicative, etc.).

Curriculum or individual student learning is the basis for designing content, in which case the teacher makes an independent decision about what to offer students in accordance with the pedagogical activity, goals and conditions. It is advisable to take into account the following in the decision-making process [Joyce, 2008:44-47]

*1) what and to what extent students should learn the proposed information;*

*2) the initial level of preparation of students, their ability to receive educational information;*

*3) personal material of the teacher, and also material and technical base of educational institution.*

Educational data design technology plays an important role here.

The problem of learning material and its structure plays an important role in the technological approach. To solve this problem, it is necessary to distinguish between the concepts of "didactic material" and "educational material". According to G.A.Ball, didactic material consists of a system of objects (i.e., a system of didactic material objects), each of which is used as a material or materialized model based on social knowledge and experience [Penny Thompson, 2018].

The curriculum consists of a system of materials (ie, a system of teaching materials), which is reflected in the material or materialized models of didactic material and is intended for use in educational activities.

Since learning activities are seen as a process of solving learning tasks, it is natural that the learning task is structured according to certain parts of the learning material. At the same time, the curriculum can be considered as a pedagogically oriented system. Thus, in the teacher's work, the system of learning tasks is reflected in the design of teaching materials and the formation of didactic material.

Experimental analysis shows that designing a pedagogical process is a complex process. The complexity is reflected in the fact that the design of the pedagogical process takes into account two main factors: constraints and guidelines. The content of education meets the requirements of scientific and practical significance, is organized in accordance with the time allotted to the educational process, as well as the compatibility of the content of education and its level of acceptance by students. Therefore, the complexity of the situation, the ways to overcome the difficulties in mastering the basics of science, must be determined in advance.

Usually, an educator who strives for positive outcomes works on the content outlined in the curriculum. Based on this, he creates his own program of activities.

This means that the educator can only succeed in using design technology if he or she recognizes the needs of the students, the ability to prepare for the lesson at a certain stage of the learning process, and the development of students' self-development skills as key issues.

**CONCLUSIONS**

Future-oriented and fast-paced design in the teaching profession is adapted differently in different classes. The educator must be aware of the role of each pedagogical task in the system of the whole pedagogical process, whether it is a lesson or an educational event.

Educators with qualified, systematic modeling skills can create sustainable technologies. They are very different from educators who are able to perform local modeling according to specific conditions. Consequently, in the work of the second group of educators, the technology of the lesson (or educational event) takes the lead, not the whole science (or pedagogical process).

If the pedagogical activity is focused on meeting the needs of students, that is, on the final goals, then the educator will not have difficulty in designing a holistic pedagogical process or individual lessons and educational activities.

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