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THE ROLE OF TECHNOLOGY IN PEDAGOGICAL DESIGN IN IMPROVING THE QUALITY OF EDUCATION

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ABSTRACT--*The term "pedagogical technology" today is one of the most relevant in pedagogical circles. Everywhere in higher pedagogical educational institutions corresponding courses or special courses are introduced, and a lively discussion is conducted in the literature, indicating that this concept has not only theoretical, but also practical significance.The most famous researchers of pedagogical technology include Yu.K. Babansky, V.P. Bespalko, I.P. Volkova, G.I.Zhelezovskaya, V.I. .V. Klarina, B.T. Likhacheva, V.M. Leonov, L.N. Landa, P.I. Pidkasisty, P.Ya. Talyzin, P.M. Erdiev, B. Blum, D. Bruner, G. .Gays, V. Coskarelli, J. Carroll, V. Okon, T. Sakomoto, B.F. Skinner, D, Khamblin, F. Yanushkevich.*

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I. INTRODUCTION

Pedagogical design is to create predictive options for future activities and predict its outcome. The main attention of the teacher at the same time is riveted to the mechanism of birth and the flow of certain actions, processes, systems. The object of design is the pedagogical process. In turn, it is not simple and one-dimensional. It is as if divided into pedagogical situations arising within it. These are its constituent parts. They characterize the transition of a process from one state to another. The pedagogical process itself as a whole is part of a more complex education - the pedagogical system. Designing pedagogical systems, processes, or situations is a complex multi-step activity. This activity, by whom it was carried out and to whatever object it was dedicated, has much in common. It is accomplished as a series of successive successive stages, bringing the development of an upcoming activity closer from a general idea to precisely described specific actions. There are three stages (steps) of design. Pedagogical modeling (creating a model) is the development of goals (a general idea) for creating pedagogical systems, processes or situations and the main ways to achieve them. Pedagogical design (project creation) - further development of the created model and bringing it to the level of practical use. Pedagogical construction (construct creation) is a further detailing of the created project, bringing it closer for use in concrete conditions by real participants in pedagogical relations.

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The following design principles are distinguished

1. The principle of human priorities as a principle of orientation on a person is the main one. Non-orientation of projects to a person, lack of inspiration of projects by taking care of him and his good leads to the birth of cold and soulless constructions. Such concepts, plans, programs, study guides are poorly perceived in practice. This principle is implemented when the following rules are met: A) it is necessary to subordinate the designed pedagogical systems, processes, situations to the real needs, interests and capabilities of their students. B) students should not be forced to carry out their projects, constructs, you need to be able to retreat, replace them with others.

2. The principle of self-development of the designed systems, processes, situations means creating them dynamic, flexible, capable of changes, restructuring, complication or simplification during implementation. It is almost impossible to create a very accurate project. The principle of self-development is implemented when the following rules are met: A) it is necessary to develop models, projects, designs in such a way that their individual components are easily replaced, modernized, adjusted. B) it is necessary to make your programs such that they can be reused, adapting to changing conditions. C) it is not always necessary to dwell on one project, it is good to have one or two more projects in stock to ensure the achievement of this goal.

II. RECOMMEND THE FOLLOWING PROCEDURE FOR THE TEACHER IN THE DESIGN

1. Analysis of the design object. A feature of each of the objects is its stratometric construction. This means that large systems, small situations are non-linear, have many overlapping structures (layers, layers). Stratometric construction means the interaction, correlation, connection of layers, structures, subsystems that arise inside the system, process or situation.The analysis of the design object involves, first of all, consideration of its structures, the state of each of them individually, as well as the relationships between them. The analysis reveals the weaknesses and shortcomings of the object from the point of view of socio-state and personal requirements for it.. Any form of design should be appropriate, necessary and appropriate to the characteristics of students and teachers, their capabilities. Otherwise, any of the forms will be perceived as formal.

2. The choice of the design form is the search for information: a) about the experience of the activities of similar objects in other places; b) about the experience of designing such objects by other teachers; c) on theoretical and empirical studies of the impact on a person of pedagogical systems and processes and of one or another solution of pedagogical situations.

3. Methodological support of design includes the creation of design tools: procurement of schemes, sample documents, tables, etc.

4. Spatial and temporal support of design is due to the fact that any project only then gets real value and can be implemented if it takes into account specific time and space.

5. Material and technical support of design. The simplicity of the design and implementation of the project, as well as convenience in activities, depend on this. A poor material and technical base can negate the entire work of pedagogical design.

6. Legal support of design is the creation of legal foundations or their consideration in the development of the activities of students and teachers.

7. The choice of a system-forming factor is necessary to create a holistic project in the relationship of its components. Establishing relationships is involuntary. This procedure requires the allocation of the main link, depending on which other relationships are determined. This leading link is called backbone. It serves as a base, a core for combining components. And while the backbone component remains free itself and does not interfere with the maneuverability of other components. Only thanks to him is it possible to create new sustainable pedagogical formations, so determining it is extremely important. The backbone component can be any element of the pedagogical system, processes, situation (goal, training, form of training, etc.)

8. Establishing relationships and dependencies is a central design procedure. Within the systems, processes and situations, you can create a wide variety of relationships: between form and content, purpose and principles, etc. Moreover, these connections can be stable and unstable, complex and local, internal and external, interdisciplinary and intercycle, natural and artificial, positive and negative, direct and inverse, theoretical and practical, preceding and subsequent.

Networking is a complex, painstaking and time-consuming job. However, it is this system that underlies system formation and process formation. Its significance is even more obvious if we take into account the peculiarities of our time: we no longer need new elements, but their new combinations and new connections.

9. The preparation of the document, as a rule, is carried out taking into account the corresponding generally accepted algorithm, i.e. list of mandatory sections and their structural structure.

10. The mental experimentation of the application of the project is the reproduction of the created project in the mind, its self-examination. Mentally presents all the features of its manifestation in practice, the features of its influence on the participants, the consequences of this influence. Mental experimentation involves checking the behavior of students and teachers in the designed system, process, situation, predicting the result in the form of the alleged manifestation of individual qualities.

11. Expert assessment of the project is a check of the created form of the project by third-party specialists, as well as people interested in its implementation. With the help of third-party expertise, an independent characterization of the project is created.

12. Adjustment of the project takes place after patient experimentation and wide expert assessment. Having received comments, identifying shortcomings, the creators of the project once again review it, edit, straighten, improve, enrich. All this is an adjustment.

13. Deciding on the use of the project is the final design action. After it begins its application in practice. Decision-making is always a psychological act associated with responsibility for the quality of the project and the result of its use.

III. CONCLUSION

Pedagogical practice, as well as research data show that when designing and constructing professionally-oriented teaching technology, the following algorithm of actions is most appropriate:- definition of diagnostic learning objectives, description in measurable parameters of the expected result;- substantiation of the content of training in the context of the future professional activities of a specialist;- identification of the structure of educational material, its information capacity, as well as the system of semantic connections between its elements;-

determination of the required levels of assimilation of the studied material and initial levels of students' training;- development of the procedural side of training: the presentation of professional experience to be learned by students in the form of a system of cognitive and practical tasks;- the search for special didactic procedures for the assimilation of this experience, the choice of organizational forms, methods, means of individual and collective educational activities;- identification of the logic of the organization of pedagogical interaction with students at the level of the subject - subjective relations in order to transfer acquired experience to new areas of activity;- selection of control procedures and evaluation of the quality of mastering the program, as well as ways of individual correction of educational activities.

In conclusion, it should be said that all these stages, one way or another, are manifested in the design of any pedagogical object, in any form of its design. Understanding them will help to make the procedure more economical and focused.

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