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STAGES, RULES AND PRINCIPLES OF EDUCATIONAL PROCESS DESIGN

Abstract: In this article, the reforms implemented in order to improve the educational system and its practical results, the stages of designing the educational process, the main factors of the successful use of pedagogical technologies in the educational process, and the content of teacher and student activities for solving the pedagogical task are thoroughly researched.

Key words: modern technologies, educational process design, pedagogical technologies, practical activity, educational practice, creating a project, principles of educational process design, pedagogical process, control, pedagogical task, stages of educational process design.

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Introduction

The issues of effective organization of the educational process at various stages of social development, achieving its consistency and continuity have attracted the attention of mature thinkers and advanced pedagogues. These aspects of organizing the education of the young generation were studied in their time by Abu Ali ibn Sina, Mirza Ulugbek, Jan Amos Comensky, Dmitry Konstantinovich Ushinsky, Abdulla Avloni, Hamza Khakimzoda Niyazi, Abdukadir Shakuri and others.

RESEARCH METHODS

In the application of new pedagogical technologies in the educational process, the perfection of the content of the curriculum, the creation of textbooks and manuals based on modern requirements, the theoretical and practical nature of the curriculum to achieve a single goal, the existence of pedagogical conditions that allow for the effective organization of classes, the positive relationship between the teacher and students, such issues as the resolution of intimate relationships are taken into account.

RESULTS AND DISCUSSIONS

Another factor in the successful use of pedagogical technologies in the educational process is to design a specific, integrated educational process in advance, to diagnose the level of theoretical and practical knowledge, skills and abilities acquired by students, and to be able to predict the successful outcome of the educational goal in advance.

At the same time, it is appropriate to create a model that serves as the most optimal design of the educational process for scientific research institutes, public educational institutions and higher educational institutions operating in the pedagogical direction, regardless of the form, method and means of the educational process organized in all types of educational institutions. Certain successes have been achieved in this regard, such as B.P.Bespalko, V.Slastenin, M.V.Klarin, M.O.Ochilov, N.Saidahmedov, K.Zaripov, who reveal the pedagogical technology and its essence. and we can be informed through the literature created by others. Below, we would like to express our personal opinions on the design of the educational process based on the theoretical views of the above-mentioned pedagogic scientists.



The development of a project of a specific training process consists of the following 8 stages [1, p.68]:

Stage 1. The initial stage of designing the educational process consists of studying the sources of the content of the subject or activity, for example, collecting materials and getting acquainted with their idea (essence), summarizing, categorizing and rounding up the ideas presented in them.

Studying the nature of the resources related to the topic of the subject or the content of the activity allows the teacher to be able to give detailed, perfect information about the topic (content of the activity) presented to the attention of students, to imagine the general process of education.

Stage 2. The second stage is aimed at clearly defining a single, general goal regarding the topic of the educational subject (activity content), defining specific goals to be solved by subsections (items) within the framework of the general goal, and developing tasks that must be positively solved on the way to achieving the educational goal. The result of the second stage is characterized by the recording of single, general and specific goals, as well as tasks on the subject of the educational subject (activity content).

Stage 3. The third stage of designing the educational process is to develop the content of the educational process based on the educational goals and tasks.

The educational process makes it possible to express a set of theoretical and practical knowledge on a specific topic (activity content) that serves to clarify the content of the educational material. In the content of education, it is also necessary to be able to express the concept, skills and competences that should be mastered by students. After all, the ideological perfection of the educational content is determined by the level of acquisition of certain knowledge, skills and abilities by students. The result of the third stage is manifested in the development of conditions that ensure the assimilation of certain concepts, the formation of skills and qualifications by students [2, p.140].

Stage 4. The most important stage of designing the educational process is considered, in the fourth stage actions such as choosing the form, methods and tools of the training are carried out.

The importance of this stage is that it is the form of training, methods and tools that ensure the success of the educational process. Only with their help, theoretical knowledge about the topic of the educational subject (activity content) is transferred to students, and this knowledge is received by students.

The main essence of new, modern pedagogical technologies is revealed at this stage. The correct selection of educational forms, methods and tools that direct students to creative research, activity, and free thinking will make the classes interesting, full of debates, and creative disputes. Only in this case, the students take the initiative, and the teacher is responsible for directing their activity in a certain direction, controlling the general activity, providing guidance in difficult situations, giving advice and evaluating their activity [3].

Stage 5. In the next (fifth) stage, the amount of time defined as sufficient for the acquisition of knowledge, skills and qualifications by students, that is, the amount of time that students can acquire certain concepts, skills and qualifications on a specific topic (activity content) is determined.

Stage 6. In the sixth stage, a system of exercises (assignments) is developed. The requirement to pay particular attention to the effectiveness of the system of exercises (assignments) developed as a result of the stage is the main condition of this stage [4].

It is advisable to divide the exercise system developed at this stage into the following groups:

a) exercises to be solved by students during training;

b) exercises (homework) intended to be performed outside the classroom.

Exercises brought to the attention of students should complement each other, be interconnected, dependent and, most importantly, evolutionary.

Stage 7. At the seventh stage of designing the educational process, tasks such as monitoring the general activities of students and developing a test system are performed.

The development of a theoretically and practically correct test system allows to accurately and objectively determine the level of students' mastery of certain concepts regarding the subject (activity content), as well as the ability to form practical skills and qualifications. In the development of the test system, it is appropriate to pay attention to the consistency, coherence and harmony of the tests.

Stage 8. The last stage of designing the educational process ends with the application of the created project (model) to the educational process, the study of the final level (efficiency) of the educational process [5, p.568].

At this stage, the general condition of the educational process, the achievements and shortcomings, the causes of their occurrence are analyzed, and measures aimed at preventing the shortcomings during the next training are determined.

The solution of the pedagogical task is achieved by designing the content and tools of teacher and student activities. In modern conditions, the technologicalization of the educational process requires a new approach to its design, that is, the need to illuminate the educational process in accordance with its technological structure. The design of the educational process is of particular importance in organizing the teacher's professional activity. The design of the educational process in general secondary educational institutions is at two levels:



a) at the level of teacher activity (designing separate parts of the educational process);

b) is carried out at the level of the educational manager's activities (integrated design of the educational process).

Control of student activity is an important part of designing the educational process. Therefore, the design of the control process also requires a specially qualified approach from the teacher [6].

A number of principles are used in the design of the educational process in all types of educational systems. In the design of the educational process, the principles serve as a basic approach, a norm defining activity structures, and coordinating requirements. Design principles are described as general requirements that fulfill a normative, descriptive task and reveal the essence of activity. In the design of the educational process, not only each component, but also the relationships between them are modeled. Systematicity serves to design the educational process as a whole by separating the elements to be systematized and expressing the connections between them [7].

The main principles of designing the educational process are as follows:

1. The principle of centralization is expressed as the main element of the design of the student activity model in the technological process. In the structure of the educational process, the main systematized educational content and student activity is considered a technological process, and its content consists of educational activities aimed at mastering the basics of social experience of students. From the point of view of the active approach, each element (element) that makes up the content of general secondary education should correspond to one of the types of the subject's activity. Types of activity of the entity, in turn, need to be represented by generalized activity models as a set of specific models[8].

2. The principle of reflexivity describes the subject's assessment of himself, his personal activities and knowledge, the opinions of others about him, and the relations between them regarding the cooperative activities. The principle of reflexivity requires that the project of the created educational process be continuously corrected and supplemented based on the analysis of the needs and capabilities of the participant of the educational process - the subject.

3. The principle of effectiveness - describes the ease of pedagogical conditions, achieving effective results with little time and effort. Effectiveness-social experience should include the content of activity models, technological operations, their mastery, choice of management methods, appropriateness of educational activities, educational and educational tools, achievement of the specified goal by means of short time and effort of the subject in the technological process[9].

4. The principle of multinationality. Each educational process is influenced by a number of objective and subjective factors. Among them are the socio-economic living conditions of teachers and students, the social production and natural climatic environment around educational institutions, the educational and material base of the educational institution, the level of professional qualifications of teachers, the spiritual-psychological environment of the educational institution or a certain class, the educational opportunities of students, the intellectual level of the class capacity, interpersonal relations of the team.

5. The principle of adapting the student's personality to the educational process. From the moment a child steps on the threshold of school, the scope of his activity (in the form of self-service, work, leisure) expands. As a result of acquiring such activity skills, he acquires social experience. At the same time, in general educational institutions, personality development and adaptation to social life is carried out based on the participation of psychologists and sociologists (psycho-pedagogical diagnosis) in accordance with certain laws[10].

6. The principle of natural development and socialization in the educational process. Knowing the nature of natural processes makes it possible to organize the educational process effectively, taking into account the age characteristics of students, periods of sensitive development, and the possibilities of transition to the next stage of development. The content of the principle is explained by the socialization of education, assimilation of social experience by students based on individual laws.

CONCLUSION

In the educational process, the teacher's personal qualities are manifested in the implementation of the project, professional skills, motivation, pedagogical skills, character, temperament, mental state, selfawareness, etc. The principle of designing socioeconomic provision means ensuring economic feasibility. The socio-economic design of the educational process is the task of the educational manager. When designing the activities of all educational institutions, it is necessary to take into account the needs and opportunities of the participants of the educational process, society and the state (social order), and fill them.



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