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PEDAGOGICAL DESIGN IN TEACHING

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Abstract: The article under scrutiny herein deals with the essence and content of pedagogical design. The goals, objects (systems, processes, situations), basic principles and conditions of implementation are defined. The design process is delineated into three distinct stages: modelling, designing and constructing. The levels of students' research activity are highlighted. Design forms are provided, encompassing concepts, plans, outlines and methodological development of a lesson.

Keywords: Pedagogical design, pedagogical systems, pedagogical processes, pedagogical situations, pedagogical modeling.

Introduction: Pedagogical design (PD) occupies a special place in the organisation of the learning process in the basic school. L.D. Stolyarenko defined PP as a preliminary development of the main details of the upcoming activities of students and teachers, and on occasion parents. PD is defined as the creation of a presumptive variant of the forthcoming activity.

As posited by M.V. Bulanova-Toporkova, the term "PD" is defined as the primary function of any teacher, in addition to its organisational and gnostic aspects. The latter aspect can be further delineated as the search for content, methods, and means of interaction with students.

The possession of the PD method is predicated on the capacity to vary the subsequent activity and predict its results. PD represents the preliminary stage in the organisation of the pedagogical process. The fundamental details of the impending interaction between teachers and students are meticulously delineated in advance. The PD is predicated on the assumption that a pedagogical project is its own product, and is an ideal object.

Methods: The objects of PD can be categorised as follows: pedagogical systems, pedagogical processes, and pedagogical situations.

A pedagogical system, in its capacity as a design object, assumes the form of an interaction of various interrelated structural components, which are united by one educational goal of individuality and personality development. In his seminal work, A.M. Novikov methodically categorises the elements of a pedagogical system, delineating the fundamental purpose of learning, the learning content, the learners themselves, along with the methods, means and forms of learning.

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T.A. Pisareva asserts that the emergence of a pedagogical system is contingent on the necessity to educate, educate and train any groups of people.

The pedagogical process is comprised of the following stages:

The educational process is to be constructed in a sequential manner, with each stage of the process being built upon successively.

Secondly, the structure, connections, methodological foundations and component composition of the learning process must be considered.

Thirdly, the following elements must be considered: goals, objectives, learning content, forms of pedagogical interaction, stages and functions of management activity.

The fourth element is a system of indicators and criteria for achieving the goal.

The fifth component of the training organisation model is instrumental in nature. It is founded upon a model and step-by-step technology, and provides a comprehensive description of the organisation of training. The model justifies the training principles, pedagogical conditions of training organisation, management principles and types of control.

Sixthly, the following principles should be observed: human priorities, diagnostic goal-setting, self-development, productivity and systematicity.

The seventh point for consideration is the reflection of socio-educational orientations of professional training at school or university.

The pedagogical situation, in its capacity as an object of design, is invariably situated within the overarching framework of a specific pedagogical process, and, by extension, within a designated subsystem.

The fundamental principles of pedagogical design are as follows:

The principle of human priorities as the principle of orientation to a person – that is to say, a participant of subsystems, processes or situations – is the main one.

A.B. Tishko posits that the principle of human priorities as the principle of human orientation is paramount and implies:

The subordination of the designed pedagogical systems, processes and situations to the real needs, interests and possibilities of their pupils is of paramount importance.

It is not obligatory for students to complete their projects and designs; they are at liberty to withdraw and substitute them with others.

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The initial proposal was characterised by a reluctance to adhere to rigid and meticulous design principles, thereby affording the opportunity for spontaneous improvisation.

He asserts the importance of adopting the perspective of the student, engaging in mental prediction of their behavioural and emotional responses to the system, process or situation to which they are exposed.

Secondly, the principle of self-development of designed systems, processes and situations entails the creation of dynamic, flexible systems capable of undergoing change, restructuring, complication or simplification during implementation.

Following the establishment of the principles, the subsequent stage is the definition of the conditions for the implementation of pedagogical design. The following conditions are considered to be of the utmost importance in the organisation of the design process:

The initial factor to be considered is the presence of positive motivation on the part of the teacher.

Secondly, the teacher's capacity to demonstrate design competence is imperative.

The third point to consider is the creation of an environment conducive to the implementation of design.

The fourth issue pertains to the monitoring of design activity.

The conditions determining the success of the pedagogical design process are as follows:

The choice is pedagogically justified and the methods and forms of the educational process are constructed step by step.

Secondly, the project idea must be considered in terms of its particularities and the manner in which it is to be realised.

Thirdly, it is vital to emphasise the necessity of incorporating the fundamental subjects of the educational process at all stages of the creation and implementation of the pedagogical project.

Pedagogical design is predicated on the premise that the teacher plays a pivotal role in collaboration with the child's family. S.V. Haikina posits that the underlying principle of such design is pedagogical support for the establishment of positive interpersonal relationships in two dyads: In order to ensure a comprehensive approach, it is imperative to consider the interactions between teachers and parents, as well as the dynamics between children and parents. This necessitates a multifaceted evaluation that encompasses the age-related functional and individual psychological capabilities of the child.

The design of a pedagogical process is comprised of three distinct stages.

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The initial phase of the process is modelling.

The second stage of the process is the design stage.

The third stage of the process is construction.

Pedagogical modelling, as defined by L.M. Gorbunov, is defined as the development of a conditional ideal image of the designed object, which reflects the essential features of the original. The author distinguishes between three models: descriptive, graphic, and hypothetical. These elements are intended to reflect pedagogical goals, objectives, conditions of effectiveness, and structural components of the object, as well as its modes of functioning. Pedagogical modelling is initiated with the establishment of a goal. A goal may be defined as an idea, a view or even a belief that serves as a foundation for the development of pedagogical systems, processes or situations. Consequently, the teacher mentally formulates a target ideal, that is to say, a model of their activity with students. The conceptualisation of such a thought is also influenced by the master's personal experience and his understanding of students. This model facilitates the prediction of the pedagogical process.

In this case, project activity, according to T.A. Chelnokova, is built on the basis of the existing state of the system, on the prediction of the desired results and, concurrently, processes for the realisation of the conceived in giving the system a new look.

Pedagogical design (project creation) is defined as the further development of the created model and its subsequent implementation.

Pedagogical construction, therefore, can be defined as the process of creating a construct, or in other words, the further detailing of the created project. This approach facilitates the project's alignment with its practical application in specific contexts by authentic participants in educational interactions. The construction of the project brings it closer to real conditions of activity and makes it more concrete. The design of educational and pedagogical activity constitutes a methodological task.

In order to comprehend the intricacies inherent in the design of the learning process, it is imperative to refer to the problem of the logic of the learning process, as initially substantiated by M.A. Danilov. The proposal is to consider this in three aspects: firstly, as the primary method of implementing the learning process throughout the course; secondly, as the logic of the learning process limited to a specific topic; and thirdly, as the logic of the learning process within the unit of assimilation.

The pedagogical system is designed to verify the fulfilment of the established requirements in relation to the pedagogical scenario of a training session. Should the scenario prove to meet the established requirements, it is to be implemented in the educational process of a given educational institution. Conversely, the scenario is finalised by the teacher, following which its requirements are clarified and detailed. This approach to creating a pedagogical scenario of a training session allows for prompt changes in its components.

Results and Discussion: The design stage is concluded by a project of process organisation that is formulated on the basis of the results of diagnostics and forecasting. This is incorporated into a plan

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following final revision. M.K. Muradov posits that the plan, in its capacity as the process itself, is determined by a specific system. Pedagogical practice encompasses a variety of plans, including those designed for the management of the educational process within the school environment, the organisation of educational activities within the classroom setting, and the formulation of individual educational activities and lessons. It is important to note that pedagogical plans are subject to a certain period of validity.

As N.O. Yakovleva writes, the design procedure is considered effective if three criteria are met: firstly, it did not require additional resources; secondly, a workable project is created as a result; thirdly, there are potential opportunities to reduce the costs of its operation without compromising the quality of work.

Pedagogical design forms are documents that describe the creation and operation of pedagogical systems, processes or situations, with varying degrees of accuracy.

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A plan is defined as a document that provides a comprehensive list of tasks to be completed in a specific sequence and order. The lesson plan is a concise representation of the methodological framework of the lesson, incorporating elements of its pedagogical structure. The plan is intended to record the purpose and objectives of the lesson, its type, as well as the principles realised at the lesson and the methods chosen. The primary focus is on the sequence of lesson stages and the identification of the predominant activity for both teachers and students.

A lesson outline is a detailed design of a lesson. The system under discussion has been developed to record all elements of a lesson plan, including the content, techniques and methods employed at each stage, in addition to the activities of both teacher and students.

Methodological development is defined as a set of materials designed to provide a lesson. The document under review contains a lesson plan or outline. The following text provides an explanation of the numerous positions, and methodological support for the present lesson or series of lessons.

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The paper identifies the following levels of research work of students in the design of the learning process:

The organisation of research activity in terms of its constituent elements is conducted within the context of the lesson, thereby facilitating the acquisition of fundamental research skills that align with the established educational standards.

Secondly, the development of these skills is to be pursued in extracurricular activities, including electives, circles and workshops. As posited by the researcher, extracurricular classes are distinguished by their capacity to engender greater autonomy in students, a phenomenon that can be attributed to the specific nature of these educational forms.

Thirdly, the focus is on individual educational-research projects.

Conclusion: In order to determine the relationship between pedagogical design and a specific learning situation, it is necessary to consider the specifics of the educational process in the basic school.

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