

TRAINING FUTURE PRIMARY TEACHERS TO DESIGN EDUCATIONAL CONTENT

Haydarkulova Mahliyo Zafarovna

Bukhara State Pedagogical

Institute, basic doctoral student

Abstract: *This article presents ideas on ways to improve the effectiveness of education by designing educational content for future primary school teachers and on designing educational content. The importance of the design method in primary school lessons encourages teachers to explore new approaches and strategies in their professional activities by implementing teaching methods, technologies, and innovations in education.*

Keywords: *primary school, constructivist approach, design, educational content, cognitive development, active learning.*

Introduction: Education is one of the most important foundations for the development and future of every society. It is not only the transfer of knowledge, but also the process of developing critical thinking, creativity, social and emotional skills in students. Today, the education system is experiencing rapid changes worldwide: new pedagogical approaches, innovative technologies and globalization require updating teaching methods. The design of education and the effective organization of the educational process are important, as it is aimed not only at providing students with knowledge, but also at giving them the necessary skills to be successful in life.

Instructional design is the process of organizing and developing the learning process for students through specific goals, objectives, methods, and tools. Instructional design allows teachers to plan lessons that meet the needs of students and educational goals, and to effectively organize the learning process. This process includes selecting the resources, methods, and systems necessary to develop students' knowledge and skills.

Key aspects of instructional design:

1. Setting goals and objectives
2. Selecting instructional materials
3. Methods and techniques
4. Assessing students
5. Creating resources and conditions
6. Planning the learning process

Main part: According to the subject and content of the project: a project that includes a single subject area and a project that systematically designs interdisciplinary activities are distinguished. In addition, according to the nature of the project: a project aimed at obtaining a specific result, a project aimed at achieving a variety of results; The participants participating in it are divided into: projects designed to be worked on individually, in pairs, in small groups. In addition, according to the scale: projects designed to be solved on a class, school, city or district, region, country, world scale, and according to the duration: short-term projects, long-term projects. It is important that the form and type of the project are strictly focused on specific didactic goals, and the level of the audience is considered. Design competence requires cooperation and responsibility from educational participants. Responsibility and cooperation, in turn, teach the student to be active, independent thinking, creativity and research, to ensure constant motivation for knowledge, and to engage in positive communication.

Several scientists and researchers have done significant work in the field of educational content design. Their works are aimed at improving the education system, considering the needs of students, and increasing efficiency in the educational process. Below are some important scholars who have developed theories, methods, and practices related to the design of educational content:

John Dewey is one of the greatest philosophers and educational theorists in the field of pedagogy, who had a great influence on the design of educational content and the improvement of the education system. He is known as the founder of the theory of constructivism in pedagogy and saw education not only as a process of acquiring knowledge, but also as a process of preparing students for life and teaching them to solve real problems. J. Dewey put forward the following main principles in the design of educational content:

1. Active Learning
2. Learning through experiences
3. Orientation of students to self-management
4. Social and cooperative learning
5. The purpose of education

John Dewey emphasized the need to transform students from passive learners to active participants in the design of educational content. His constructivist approach to education focuses on preparing students for real-world problems based on their experiences. This approach serves to develop students' independent thinking and a sense of social responsibility in current education systems. Dewey saw education not only as a

process of acquiring knowledge, but also as a process of personal development and service to society.

Lev Vygotsky was a Soviet psychologist and educator who developed valuable ideas about education and development. He believed that when designing educational content, it is necessary to take into account the social and cultural context of students, since the process of cognition develops not only based on personal experience, but also through social interactions and cultural experiences. Vygotsky's ideas form the basis of the theory called the cultural-historical approach to pedagogy.

Howard Gardner is an American psychologist and educational theorist who developed the "Theory of Multiple Intelligences". This theory emphasizes the need to consider the different intellectual abilities of students in education and suggests that each child should have his own unique teaching methods. According to Gardner, everyone has not only one, but several types of intelligence, and the educational content should help students develop these abilities to the fullest.

Applying H. Gardner's theory of multiple intelligences in the design of educational content means considering the different abilities of students. This allows you to develop not only students in specific subjects, but also their individual abilities. In education, all students have their own strengths, and the development of these strengths increases the effectiveness of education. Jean Piaget is one of the most famous scientists on the development of children and their cognitive abilities. He created the theory of cognitive development and emphasized the need to consider the stages of intellectual development of students in the educational process. Piaget's theory explains how children's thinking and cognitive processes develop and shows the importance of these stages of development in the design of educational content.

J. Piaget's theory emphasizes the need to consider the stages of cognitive development of students when designing educational content. Each age group of students uses thinking methods specific to their developmental stage, so educational content should also be adapted to these developmental stages. This approach helps to organize the educational process in an individual and age-appropriate manner.

Several scientists have developed their own theories on the design of educational content, and these theories have determined the main directions for the effective organization of the educational process. Studying the works of scientists such as John Dewey, Lev Vygotsky, Howard Gardner, Jean Piaget, guides teachers in designing educational content in accordance with the needs and developmental stages of students.

The process of training future primary school teachers requires the use of an interdisciplinary, systematic approach, since the lack of creativity in any pedagogical situation creates gaps in creative and professional activity. Therefore, it is advisable to

fully organize the training of future primary school teachers in educational institutions in the pedagogical process and design it based on the use of various tools and methods. The work on the educational process consists of two parts: lesson design and its implementation. The development of design skills in the educational process of students of the primary education direction allows them to identify problems, correctly set goals, plan, and implement them. At the stage of problem identification, students have difficulties in analyzing the contradictions and problems in each subject in the process of teaching specialized subjects, and these difficulties are associated with insufficiently developed mental operations of analysis, comparison, and synthesis. This is to some extent due to the fact that today's youth are accustomed to quickly searching for information and finding ready-made answers. This is done on the basis of establishing close cooperation between the teacher and the student in the process of designing a solution to the problem, describing and analyzing the problem situation, and completing tasks to edit the problem. At this stage of the design activity, some topics from specialized disciplines were developed on a project basis and methods appropriate to the topics were used.

Conclusion: The article shows that primary school teachers can more effectively involve students in the educational process by mastering new approaches and methods. Teachers can further enrich the educational content by integrating interactive methods, group work and technologies in their classroom. It also shows the need for new pedagogical approaches, taking into account the individual characteristics of students, and paying attention to innovative forms of education.

Thus, the importance of designing educational content is not only to provide students with knowledge, but also to prepare them for life, to create a foundation for their development as full-fledged individuals. To do this, future primary school teachers should thoroughly study the basic methods and principles of designing educational content and use them in the teaching process.

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