Modeling of Teacher's Pedagogical Practice in The Context of Designing Students' Creative Activity

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Abstract

In this article, the interaction between teacher and student is analyzed as the central factor of the educational process, and it is examined how effective pedagogical design plays an important role in ensuring that students acquire knowledge and skills thoroughly. Furthermore, the aims and objectives of designing pedagogical technologies, along with the significance of the modeling method within the didactic process, are elucidated. Moreover, modeling is assessed as an effective approach to enhancing educational efficiency, structuring instructional material into discrete elements for clearer explanation, and facilitating the management of the learning process.

Keywords: modeling, pedagogical technology, education, competence, creative activity, knowledge, humanity, social dimension.

1. Introduction

The core concept in the educational process is the interaction between teacher and student. If the issue is considered from the perspective of a teacher who designs his or her activity with the aim of teaching students their native language, the actions are carried out through the interaction between the teacher and the textbook, the teacher and the teaching materials, and the teacher and the visual aids. And if the issue is considered from the perspective of a teacher who carries out his or her instructional activity with a ready-made project, the interactions take place between the teacher and the project, between the teacher and the student, and between the student and the student [1].

To begin the work, it is necessary to analyze the activity of the teacher engaged in designing his or her pedagogical practice. Naturally, the effectiveness of the educational process is linked to the quality of the project that has been developed [2]. Within the structure of design, two aspects can be observed: the creative nature of the project, which provides the student with an opportunity to acquire new knowledge and skills through the project; and the individual nature of the project, which reflects the personal qualities of the teacher and is shaped by the study of innovative methods of leading educators [3]. According to V. A.

Slastenin, the teacher's design activity should be evaluated as a reflection of the teacher's professional competence, in the unity of his scientific knowledge and practical skills, and as an indicator that determines the quality level of his professional capabilities [4].

2. Research Method

The methodology of this study was developed on the basis of the interaction between teacher and student, which constitutes the core element of the educational process. In the process of designing pedagogical activity, the teacher makes effective use of textbooks, teaching aids, and visual materials. When working on the basis of a ready-made project, communication between the teacher and the project, the teacher and the student, as well as between the students themselves, acquires central importance [5]. The effectiveness of the teacher's activity depends on the quality of the developed project, which must possess both creative and individual characteristics. As V.A. Slastenin emphasized, the design process reflects the integration of a teacher's scientific knowledge and practical skills. Together with N.V. Kuzmina, he also identified the teacher's competencies as comprising reflexive, cognitive, educational, communicative, and social dimensions [6].

Within the methodological approach, the key tasks of designing pedagogical technologies were defined as identifying core concepts aligned with the curriculum, selecting appropriate methods, developing assessment tools, and applying innovative approaches. In addition, the study extensively employed the modeling method [7]. This approach makes it possible to simplify, forecast, and analyze the educational process. Modeling serves not only as a theoretical but also as a practical approach, aimed at explaining instructional material by breaking it down into elements and ensuring effective management [8].

3. Results and Discussion

Theoretical preparation for design is a process of mastering design skills and developing a highly advanced system of competencies. V.A. Slastenin and N.V. Kuzmina believe that the set of competencies of a teacher, in the context of theoretical preparation for design, is determined by:
   a. ***The teacher's reflection,*** which directs and ensures his or her activity toward self-improvement [9];
   b. ***Cognitive competencies,*** which develop the degree of the teacher's methodological abilities;
   c. ***Educational competencies,*** which develop the skills and abilities to acquire new scientific information and apply it in practical activity;
   d. ***Communicative competencies,*** which develop techniques of oral and written communication [10];
   e. ***Social competencies,*** aimed at fostering awareness of one's professional competencies [11].

One of the significant problems in designing pedagogical technologies is the precise definition of the project's goals and objectives. They can be formulated in the following order:
   a. When studying academic subjects, first of all, it is necessary to determine the extent to which key concepts are learned and to design their study;
   b. In designing, it is important to take into account the alignment of key concepts with educational standards and curricula, as well as their connection to the student's future profession [12];
   c. Designing methods of instruction;

d. Designing according to the level of students' preparedness;
e. Ensuring the continuity of educational content with the stated educational objectives;
f. Preliminary design of the instructional methods to be applied at different stages of the lesson;
g. Preliminary design of the level of students' knowledge, skills, and abilities in different types of lessons [13];
h. Designing the application of various forms of assessment and control in the learning process;
i. Designing the effective use of innovations in each lesson;
j. Preliminary diagnosis of the results, means, and ways of achieving the goals of the prepared instructional material;
k. Formulating the goals and objectives of the subject and designing the enrichment of its instructional base through the analysis and evaluation of learning outcomes, etc.

A pressing need for young people today is the knowledge of and adaptation to an innovative approach to modeling technological processes in didactics, as well as to innovative modeling processes within the pedagogical system. For a long time, modeling has been a relevant method of scientific research. A modern person cannot envision their life, nor their scientific, educational, technological, artistic, or creative activity, without modeling. Associations (projects) are very difficult to define precisely; however, upon entering the 21st century, humanity has accumulated extensive experience in modeling processes in the operation and use of various objects.

The modeling of pedagogical research enables a person, during the course of investigation, to observe the pedagogical object, that is, it provides the opportunity to integrate scientific abstractions and connect the logical structures of empirical and theoretical impressions obtained through the senses and encountered under the natural conditions of the experiment.

Teachers often encounter the concept of pedagogical modeling when planning a lesson. However, according to scholars [14], modern science does not devote sufficient attention to subject modeling, and this leads to a negative impact on the effectiveness of learning.

Modeling is "a method of realizing objects of knowledge in their models; the study, creation, and improvement of them for the purposes of management, utilization, preparation of specific essential objects, the formation or enhancement of the characteristics of created objects and phenomena, and the simplification of the process of producing certain items".

Modeling is a method of simplifying the object of each subject. Therefore, this method has the potential to solve problems that traditional theory is not capable of addressing. Through the modeling method, it is possible to identify aspects of the designed object that were previously unobservable but may emerge as feasible and realizable in the future. The modeling of linguistic units in the Uzbek language is based on stable relationships within the structure of sign elements. Therefore, in linguistic modeling, the distinction between stable and free relationships among the elements of integral structures is of particular importance. Modeling is an interdisciplinary method that is applicable to all subjects.

Turning to the role of modeling in didactics, one can see that presenting new learning material to a student without the use of models, diagrams, setups, or symbolic formulas does not yield the expected effective result[15].

In didactics, modeling methods are used when simplifying the structure of learning material, in planning the improvement of the educational process, in managing instructional and educational activities, in forecasting, in analysis, and in designing the educational process.

Recently, the modeling method has been widely applied in linguistics. At the same time, scholars point out a number of advantages and pragmatic aspects of this method. This can be commented on as follows:

First, modeling is not a descriptive but a practical method;

Second, the modeling method is optimal under any conditions ("the most convenient", "the most acceptable");

Third, the modeling method is based on the principle of economy; at the same time, there is no need for lengthy descriptions, definitions, characteristics, or recommendations;

Fourth, it simplifies and facilitates the explanation and commentary of the object.

The hours allocated to elements of learning in creative education are organized into a specific system, and a text is prepared with material that reveals the significance of each element of education. "In any educational system, the key concepts of the knowledge being transmitted occupy a central place. If the instructional material is not developed thoroughly, in detail, and comprehensively, it is impossible to achieve a high level of effectiveness in teaching". Learning material consists of logically connected parts. Therefore, it is considered reasonable and effective to explain it by breaking it down into learning elements. Presenting learning material by dividing it into elements is regarded as the most convenient and practical approach in education. It is regarded as effective to present learning material in small units while ensuring frequent verification and monitoring, as this enables more efficient management of the learning process.

4. Conclusion

From the ideas presented above, it becomes clear that the central concept of the educational process is the interaction between teacher and student. The process of pedagogical design plays an important role in organizing the teacher's work effectively. The high quality of a project enables the student to acquire new knowledge and skills, while also demonstrating the teacher's personal and professional competence. According to V.A. Slastenin and N.V. Kuzmina, teacher competence should include reflective, cognitive, instructional, communicative, and social dimensions. Moreover, pedagogical modeling plays a crucial role in enhancing the effectiveness of education. Modeling simplifies the educational process, expands the possibilities for monitoring and analysis, and facilitates the explanation of learning material by breaking it down into elements. In particular, linguistic modeling is recognized as an important method for the systematic analysis of units in the Uzbek language.

In conclusion, pedagogical design and modeling are viewed as fundamental methodological approaches to enhancing the effectiveness of the educational process and fostering students' deep and conscious mastery of knowledge.

5. References

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