ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING

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CONTENTS

UDC: 374.22

CREATION INSTRUCTIONAL DESIGN OF THE LESSON AS AN ELEMENT OF THE INNOVATIVE EDUCATION

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Annotasiya. Ushbu maqola maktab fanlarini o'qitishda o'quv dizaynidan foydalanishga bag'ishlangan. Ushbu maqolada Ta'lim dizayni tushunchalari, uning o'ziga xos xususiyatlari, afzalliklari va turli yondashuvlari tasvirlangan. O'qituvchi va talaba imkoniyatlarini hisobga olgan holda darsning o'quv dizaynini ishlab chiqish bo'yicha ko'rsatmalar va uslubiy tavsiyalar berilgan. Bu erda o'qituvchilarni tayyorlash tizimining yangi tendentsiyalari - "Muallif maktabi" va uni o'quv va o'quv materiallarini ishlab chiqish uchun o'quv dizayni elementlari asosida amalga oshirish haqida bir necha so'z beriladi.

Kalit so'zlar: Amalga oshirish, O'qitish, dizayn, O'quv dizayni

Аннотация. Данная статья посвящена использованию Педагогического Дизайна в преподавании школьных предметов. В этой статье изображены концепции Педагогического дизайна, его особенности, преимущества и различные подходы. Даны указания и методические советы по разработке Учебного проекта урока с учетом возможностей как учителя, так и ученика. Несколько слов о новом направлении в системе подготовки учителей – «Школа наставников» и ее реализации на основе элементов Учебного дизайна для разработки учебно-методических материалов.

Ключевые слова: Реализация, Учебный, дизайн, Учебный дизайн.

Abstract. This article dedicated to use Instructional Design in teaching school subjects. In this article depicted the concepts of Instructional Design, its specific features, advantages and different approaches. There is given instructions and methodological advices on developing Instructional Design of the lesson taking into consideration the opportunities both teacher and student. Here is given a few words about new trends in Teacher Training System – ―Mentor School‖ and implementing it basing on the elements of Instructional Design for developing teaching and learning materials.

Keywords: Implementing, Instructional, design, Instructional design

Introduction. Defining as a process of designing learning materials the concept of Instructional Design – is the systematic logical development of instructional specifications using learning and instructional theory to ensure the quality of instruction. It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet those needs. And also the development process of instructional materials and activities accepted as a design of the lesson basing on the evaluation of all instructions of teacher and learner activities. The phrase

—Instructional Design‖ came from English origin and it means as following: the word Instruction means educational, instructional and learning and the word design means 1) idea, plan; 2) aim, goal; 3) project, draft, graphic, construction.

According to the view of A.Yu.Uvarov the Instructional Design is the concept defined systematic development process of drafting, developing, evaluation and using learning materials for the purpose of providing the effectiveness of Education. During the process of Instructional Design knowledge base Model based on the specific course syllabus is formulated. At the same time, as a result of Instructional Design systematic order of main, minor and additional goals have been effected which should be set up in each steps of education. Instructional design - is a systematic process of usage modern teaching methods and tools for the purpose of achieving expected pedagogic results through educational activities stimulating knowledge and skills of learners taking into consideration the aims of target group and subject basing on clear instructions.

Instructional design can be defined as a technology of learning materials developed with the help of the tools new information technology which provided quality and effectiveness of Education.

The people who developed learning courses and course materials basing on Instructional Design are called Instructional Designers.

Instructional Designers as a mentor teacher should draw specific attention to the following:

• Analyses of target group (to analyze general needs of course participants or learners group).
• Analyses of expecting results.
• Analyses of learning materials and its arrangements by order.
• To choose learning types and teaching tools.
• To define the methods which are used during the teaching process.
• To elaborate the methods of evaluation.
• To elaborate the methods of designing learning materials.
• To make methodological support for learners on digest of learning materials.
• To edit developed learning materials.
• To evaluate the effectiveness learning during the process education.

Given systematic order identified typical activities of the teacher during the process of developing learning materials. While elaborating Instructional design of the lesson, first should take into consideration the general characteristics of potential students, their needs and prior knowledge and skills. And also during the process of elaborating Instructional design of the lesson and preparing learningdidactic materials which are used at the lesson special attention is drawn to widely use of multimedia tools and information communication technology. Lately, despite publishing lots of manuals, guidelines, scientific articles on using multimedia technologies at the lesson in the scientific-pedagogic literatures, they are not widely used in the process of education.

The reason for this is not only the lack of electronic textbooks and manuals but the luck of skills of teachers on using information communication technologies. Basing

on the demands of market economy unification of curriculum and subject syllabi, National Education Standards and creating methodologic provision, developing scientific practical basics of systematic and integrated subject syllabi of uninterrupted education, to achieve widely use of didactic methods which are inspired students and pupils to be active and think critically, implementing modern pedagogic technologies and advanced experience into the process of education, to organize effective independent learning and the problem on formulating social-active person in the Educational organizations should be solved positively.

Creation of electronic learning tools on all school subjects are widened the opportunities on using information-communication technologies in teaching these subjects, enlarge the effectiveness of achievements of students on the relevant subjects. In turns it demands from teachers to renew their knowledge and skills appropriately according to the demands of time. For effective using of Information-communication technology teacher should gain the knowledge and skill on developing Instructional design of the lesson. It is known that the multimedia technologies considered methodological, theoretical and practical bases of formulating information culture both teacher and student. Analyses proofed that with the help of one computer and a multimedia projector can design the process of learning in the maximum level.

The most typical way of this is to prepare presentation of the lesson with the help of the program Power Point and through this can provide the effectiveness of the lesson. This is an Instructional design, which should help designing learning materials, developing Lesson Plans, using and evaluating, effective organization of the learning process for the purpose of systematizing and making in order the knowledge and skills given to the students. The preparation process of demonstrative materials using the program Power Point they can be depicted in slides. The slides include themselves any chosen texts, pictures, moving maps, voice, chronologic tables, graphic images. The depiction opportunities of objects in different colours and views draw students' attention.

During the process of presentation teacher provides completeness of any information through giving additional notes. Another convenience of using slide version of the lesson is that it is printable. Before starting the lesson, if the teacher distribute printed version of the slides as handouts, during the lesson children are able to write their own ideas and comments in the special place allocated in the paper. It is very easy way to remember the information which is not given in the textbook and connect it with the next lesson. As a result of systematic preparation of slides and using them at the lesson teacher can compose his own electronic resource library.

Teachers should avoid writing long sentences in the slides which are used at the History lesson. This can be weakened the influence of slides. It's expedient to use pictures, graphics, maps and tables concerning to the learning topic for organizing independent work and preparing creative tasks of the students. At the History lesson it is possible to use data, information, encyclopedias, virtual museums, the maps on geographic and historic themes, pictures, drawings, animations, texts, dynamic and statistic depictions of information, images with voice (recorded voice, music and etc.)

For working with the tools of information technologies History teachers should have the following practice: They can - make action plan and technological map; -

prepare materials regarding to the lectures and practical work; - make methodological instructions assessment questions; - analyze the results of progress; - edit contents of the lectures; - Imagine animating actions concerning to the topic in a dynamic vision. Through above mentioned students are able to gain the following skills: - to transfer the information to the text form or vice-verse; - to formulate questions and feedback on discussing topic; - to plan their own learning style. To use electronic version of the didactic materials open the way to enlarging the opportunities of the learning process, making this process more effective and vary and raising the students interest in learning.

While using modern computer technologies the teacher have chance to formulate, create and develop set of didactic materials appropriately to the abilities of the class, according to the preparation level of students. They can include tests, control works, cards and questionnaires in the set of developed materials. Such kind of activities is demanded from teacher new approaches to their professional career. Introducing modern technologies is not limited teachers activities basing on educational tools in the process of teaching, but it causes to change their roles and objectives and also make professional career perfect. Teachers practice on using computer technologies, using the opportunities of computer for explaining new learning materials, methodological preparation for the lesson, searching and systematizing new information, preparing didactic materials, formulate their skills on organizing learning process basing on computer technologies and helps accomplishing effective and qualified Instructional design of the lesson through this. Effectiveness of the implemented activities in Uzbekistan At present time in Uzbekistan specific state policy have been carried out on equipping Educational establishments with modern computer and information communication technologies.

For the purpose of ongoing and systematic renewing and on systematically reequipping with modern computer techniques, laboratory equipments, furniture's and school tools and saving them in great demand and also effective using this opportunity completely new system – special fund has been established under the Ministry of Finance. During this period developed the preparation system of specialists, in 50 directions of Bachelor Degrees and in 74 specializations of Muster Degrees to be made unification and new classificatory of specialization on Higher and Secondary Special Education have been introduced in the area of Higher Education Under the State program —A Year of Harmonized Developing Generationǁ in 2010 560 Leading Cluster Schools equipped with 13 500 computers cost almost 6 million US dollar. More than 750 village schools equipped with modern laboratory and multimedia tools. 1500 village school teachers provided with 3400 personal computers cost 13 million US dollar. At the moment almost all, especially more that 12 000 Educational establishments, scientific and cultural organizations connected with Educational portal which is included more than 25 thousand learning materials and resources.

This is very important for giving opportunities on widely implementing methods of Distance Learning and providing young learners and youth with other information-communication services. Together this activities regarding to introduce modern information communication technology, numeric and wide formatted telecommunication, the Internet not only to school, lyceum, collage and higher

educational establishments but to each family are being intensified these days. Especially widely strengthening and developing modern communication and information technologies have been served one of the scales of development of our society and country for showing its prosperity. In 2015 in the Public Education system of the Republic of Uzbekistan ─The strategy of introducing information-communication technology to the school education‖ was worked out and according to this strategy set of computers which have been equipped not only used at the Computer lessons but they should effectively used teaching other subjects and also appointed the directions on creating multimedia learning tools and resources. Basing on this for the secondary schools according to the requirements of the State Education Programs the activities on developing highly qualified and effective multimedia materials and electronic teaching literature and manuals are being implemented.

Under the system of the Ministry of Public Education Coordination Council on introducing information-communication technologies has been established and under the Ministry ─Center for ICT Content Development in Education‖ has been founded. The main goal of this center is to implement information-communication technology into the process of education, create content of multimedia programs, develop, localization and publication and introducing developed electronic educational resources to the process of Education. Up today electronic version of 119 school subjects have been created and posted to the Internet based Education portal by the staff of the Center. During the period of 2009 – 2010 complete connection of local set ─Ziyo NET‖ all schools have an opportunity the only online Education information connections for teachers effective information exchange opportunities have been created.

The process of publication and introduction advanced experience of advanced teachers; possibilities of modern information technologies have been fastened. As a result appropriate conditions for the students on gaining perfect and effective knowledge according to the requirements of State Education Standards have been provided. Introduction of Instructional Design to the system "School of Mentoring" ─School of Mentoring‖ is one of the national traditional Systems on getting education and it is a specific form of Education which has been successfully passed through the test of years. These days the form of Mentoring developed with the help of new approaches and is being introduced to the Teacher Training System. In our country changing and renewing education programs taking into consideration to the modern achievements of science and technology, economy and culture, modernization of Education, its reconstruction according to the content have been implementing.

Nowadays rapid development of the society, outstanding innovations in science demands teachers to enrich and enlarge their knowledge and skills regularly. Basing on this by the Ministry of Public Education regular based system of ─School of Mentoring‖ has been established. According to this for the purpose of developing and strengthening of the Teacher Training System, completely reform and renew this system on requirements of the time at the Educational establishments the policy of ─Organizing ongoing teacher training as the method of ─School Mentoring‖ has been identified basing on Charter. According to this Charter experienced and advanced teachers who created their own school on conducting lessons and supporting young

teachers through sharing experience and have high professional skills have been chosen through contest based and formed the list of Mentor teachers. The method of —Mentoring‖ has differed from other type with its specific features like individual approach, and also flexibility, practicality in the process of learning. The main advantage of this form of Retraining is the chance of teachers for choosing appropriate Mentor teacher according to their needs. The identification and appointment of the content and teaching methodology of the program on the method of —Mentoring‖ is made of by the Mentor teacher. This gives a chance organizing Retraining for young teachers basing on the results of Monitoring According to the above given requirements about 4000 Mentor teachers (Instructional Designer) have been chosen and created the list of Mentor teachers and also developed programs regarding to the activities on working with young Mentee teachers As to this programs for working in the —Mentoring System‖ Mentor teachers should take into consideration the following activities: - To conduct analyses on Mentees activities; - Characteristics of Mentees: capabilities, interests for learning, knowing the topic beforehand, identify the general outlook; - Psycho-social characteristics of the Mentee: interest, disposing to learning, identifying the attitude to the subject; - Biologic characteristics of Mentee teachers: should clarify the age, specific characters of elaborating (visual, audile, and sensor), general health, cultural and linguistic opportunities.

Taking into consideration above mentioned characteristics help Mentors to choose teaching materials for Mentee. It is known that the Mentees come to the Mentor according to the different reasons. Even the Mentees say that their main goal is to gain new knowledge or get acquainted with new colleagues; they have their own goals and needs. For example, using different methods for working with students have got a new job, develop their skills. If they are not able to get appropriate answers for their needs, mostly such kind of Mentees will stop coming at the Mentors despite not expressing their satisfaction less. For this reason it's very important to clarify if there is any needs for recommended method or not. Besides Mentor should identify previous and post knowledge of Mentees, that is what they know before the course and what they must learn after the course and what kind of knowledge they need.

For working with Mentees it is very important:
- to conduct analyses on personality of Mentee;
- to put clear goals and objectives on working with Mentees;
- to choose right pedagogic strategy for working with Mentee;
- to choose learning materials for Mentee, to make and develop the program;
- to evaluate the needs of Mentee;
- to make a right choice of working steps with Mentee;
- to develop the pedagogic process basing on the needs of Mentee.

Usually it is right to develop clear methodological approach for each Mentee. As to evaluating the needs on working with Mentees help to understand the level of knowledge and skills, what kind of methods Mentees use during the process of their work, what the mentee want to know and how they want to get knowledge and what Mentor should do for this.

Conclusion: In conclusion we can say that putting the method of —Mentoring‖ into practice help the teachers who work in the system of Public Education to

strengthen the features of competence and serve improving the quality of education. The method of ―Mentoring‖ is a new approach which served to increase the effectiveness of teaching and learning in future. It is known that the last years there have been exemplary reforms which made a good store on raising moral ability of our youth and nation for building up to date equal world huge implemented activities according to its capacity and content in the field of Education. Of course, there is a specific role of the ―Mentoring school‖ on putting into practice of these reforms.

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