



IMPROVING THE PROCESS OF USING PEDAGOGICAL DESIGN AND VITAGENIC EDUCATIONAL OPPORTUNITIES IN THE DEVELOPMENT OF SPEECH COMMUNICATIVE COMPETENCE OF FUTURE EDUCATORS

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Annotation

The article will focus on practical activities and their content on improving the process of using pedagogical design and vitagenic educational opportunities in the development of speech communicative competencies of future educators, the dominant aspects and content of vitagenic education in the use of educational technologies, the concept of pedagogical design and the degree of its application.

Keywords

Communicative competence, vitagenic education, pedagogical design, opportunity, innovation, technology, speech, future educator.

Annotatsiya

Maqolada bo'lajak pedagoglarning nutqiy kommunikativ kompetensiyalarini rivojlantirishda pedagogik dizayn va vitagen ta'lim imkoniyatlaridan foydalanish jarayonini takomillashtirish bo'yicha amaliy faoliyatlar va ularning mazmuni, ta'lim texnologiyalaridan foydalanishda vitagen ta'limning ustunlik jihatlari va mazmuni, pedagogik dizayn tushunchasi va uning qo'llanilish darajasi borasida fikrlar yuritiladi.

Kalit so'zlar

Kommunikativ kompetensiya, vitagen ta'lim, pedagogik dizayn, imkoniyat, innovatsiya, texnologiya, nutq, bo'lajak pedagog.

Аннотация

В статье рассматриваются практическая деятельность по совершенствованию процесса использования педагогического дизайна и витагенных образовательных возможностей в развитии речевых коммуникативных компетенций будущих педагогов и их содержание, приоритетные аспекты и содержание витагенного образования в использовании образовательных технологий, понятие педагогического дизайна и степень его применения.

Ключевые слова

Коммуникативная компетентность, витагенное образование, педагогический дизайн, возможности, инновации, технологии, речь, будущий педагог.

Speech is an important part of interpersonal communication, and it illuminates the meaning of each of his actions. No matter what activity a person is engaged in, speech skills affect the level of effectiveness of this activity. The reason for this is that human thinking is perfected on the basis of speech, and the ability to build relationships ensures the comprehensive development of a person. In particular, in expanding professional opportunities, the formation of the ability to properly use communication tools is considered an important characteristic required from a future specialist.

Communicative competence is the ability to use communication tools in different situations.[1] It is a very important requirement for teachers to have communicative competence. That's why every

pedagogical university pays special attention to expanding their speaking abilities in preparing future pedagogues for professional activities. The use of the developing opportunities of education in the development of students' speech and communicative competences is evaluated as the most optimal solution and provides the opportunity to further improve the content of educational processes.

Vitagen pedagogy is a pedagogy based on the use of students' life experience. Vitagen education - to the establishment of real cooperation between teachers and students, to the integration of education and independent study, subject-object relationship to subject-subject communication practical way to turn. Life (vitagen) experience is personal information, stored in long-term memory reserves, which can be relevant in appropriate situations (when required). Vitagenic experience is an alloy of thoughts, feelings, and actions experienced by a person, related to perceptual memory, emotional memory, and behavioral memory and having sufficient value for him.[2]

Vitagen education is a teaching method based on the actualization of a person's life experience and his intellectual and psychological potential for educational purposes. Stages of transformation of vitagen information into vitagen experience: first stage - primary perception of undifferentiated, undifferentiated vitagen information; the second stage is the evaluative-filtering one (the person first determines the importance of the information he receives based on phylogeny, i.e., from the universal gnostic position, then on ontogenesis, i.e., from the position of personal importance, sorting of information occurs ontogenetically); the third is the guiding stage (the person, spontaneously or consciously determines the recall of certain information up to an approximate - retention period, retention periods depend on the relevance of information, vital and practical purpose is determined by its focus - this also determines the level of assimilation of information). Levels of assimilation of information:

Level 1 - operational (slow, "just in case" memorization, this information has the least value in the development of the individual during the educational process);

Level 2 - functional (remembering information for a long time - used in selection situations);

Level 3 - base (long-term memory retention, self-development in the educational process is of the greatest importance). Levels can interact, pass from one to another, have different levels of importance.[3]

Although Vitagen education appeared in medical pedagogy, the possibilities of every use of education are expanding. Therefore, it can be an important approach to the development of speech potential in future pedagogues with higher education. The development of students' communicative competence will expand their ability to create effective educational communication with students or pupils in the future.

Every person strives to fully reveal his life experience when the situation arises to share it with others. Relying on life experiences in education is one of the ways to attract the student's attention. Clarification of life experiences makes it possible to find out the student's abilities and aspirations. A teacher's correct understanding and evaluation of the inner potential of each student or pupil increases the possibility of choosing the right approach to help him choose the right activity in the future. The teacher's attention to the preparation of educational resources for enriching the content of lessons and activities is also a necessary condition. Currently, when creating educational resources, great attention is paid to their content and structure design. Creative actions in the creation of educational resources are called pedagogical design and help the student to study the information he is learning in an understandable and interesting way.

Pedagogical design is one of the main methods of organizing online education. Pedagogical design provides the opportunity to turn content into a course with clear strategies, goals, and the ability to analyze results.[4] Pedagogical design principles help engage the audience in the learning process in online learning. An effective online course should be created taking into account the principles of learning of students, the level of receptiveness of the human mind and their motivation. Pedagogical design principles help organize the information presented so that students are not overwhelmed by too much evidence and information. The teacher introduces the knowledge and skills that will allow you to achieve specific goals in the online course, and removes all elements that do not have a purpose. A systematic course creator not only gets results, but also evaluates them.[5]

Educational strategies for the formation of communicative competences and social responsibility aimed at improving teacher-student interaction, vitagen educational opportunities in the development of educational programs serve to polish the scope of the process, the goal of the pedagogical design approach is the interesting acquisition of resources is to help it acquire color. In the formation of communicative

competence in future pedagogues, these two aspects serve to increase their professional ability, increase interest in the profession, and prevent possible stress. Today, it is an important problem to make young people interested in the profession and to strengthen their desire to acquire new knowledge. Among young people, interest in social networks, monitoring and creation of various contents is becoming the main source of interest. Therefore, wider and systematic use of pedagogic opportunities and educational technologies is a serious issue facing pedagogues.

Based on what components the innovative educational process is based on, innovative educational technologies are based on three main components:

1. Modern, well-constructed content, the basis of which is competences in professional activities that meet the current reality of business activity. content includes various multimedia materials transmitted through modern means of communication.
2. Application of modern, innovative methods in teaching. Such methods should be aimed at forming the competencies of the future specialist, involving students in active educational and practical activities, and showing initiative in the educational process. Passive assimilation of educational programs is excluded.
3. Availability of modern infrastructure in the educational process. It should be based on information, technological, organizational and communication components that help to apply new forms and methods of education, in particular, distance education.[6]

Pedagogical design in organizing the educational process more effectively and qualitatively plays an important role. This is especially important in online education, where the interaction between students, professors and learning content is facilitated by information and communication technologies rather than directly. Professors and teachers who plan to create digital educational resources in the future should understand that this process requires a lot of time, as well as financial and human resources. Only through detailed, well-planned work at each stage of pedagogical design can a quality digital resource be created.

In conclusion, it should be said that the development of educational technologies is a systematic process. As the times progress, the methods of education also improve. Therefore, every pedagogue should improve his professional competence and constantly work on himself. The development of communicative competence of future specialists studying in higher educational institutions ensures that they can fully enter the future professional process. Vitagen educational technology builds social intelligence in these students. Increases the ability to adapt to any environment.

In the traditional education system, the process of knowledge transfer and assimilation takes place. The teacher transmits the knowledge to the students, and they show that they have mastered the knowledge. In such situations, knowledge transfer is at the center of the process. They become real value only when the student acquires knowledge that is personally important for him. Only the knowledge that the student feels, knows and can use in practical activities is of special importance for them. Such knowledge is stored in the memory of students for a long time. In this way, it is of particular importance to turn the knowledge presented in the educational process into a value based on the life experience of the individual.

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