

Features Of Improving The Methodology For Developing Design Skills In Students

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Annotation: In this article, it is very important for modern university students to have creative and non-standard, critical and constructive thinking. Creating conditions for the development of such thinking is one of the main tasks of any pedagogical process. The impossibility of maintaining the information-reproductive nature of education in the context of the transition from a culture of reporting facts to a culture of constructive solutions, justification of design as a cultural phenomenon and a general educational discipline, and the search for effective tools. The development of design thinking is becoming increasingly relevant. This, in particular, is one of the important components of the general problem of improving the quality of training of artistic and pedagogical personnel in the higher education system.

The article also mentions the concepts of design, design skills, and the views of foreign scientists on the development of design.

Key words: students, methodology, development, design, design skills, modern pedagogy, collaboration, participation, idea creation, computer graphics, problem-based learning, brainstorming, conversation, observation.



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INTRODUCTION

Work on the implementation of design projects can significantly intensify the work of self-education. It is known that self-education is the most important means of developing human qualities. Self-education is characterized by the presence of active cognitive needs and interests, a person's motivation to satisfy them, and the manifestation of a high level of consciousness and organization. The implementation of projects is a creative process, and self-education brings students closer to creativity, that is, project activity stimulates the process of self-education, self-education stimulates creativity. To achieve this goal, one of the target principles of higher education is to update the problem of developing the design abilities of the future teacher.

At this point, it is appropriate to quote the following comments from the head of our state: President Shavkat Mirziyoyev at a video conference meeting to discuss issues of improving the education system and accelerating the development of science in our country. In the country, on the occasion of Teacher and Educator Day, as he said in a congratulatory speech to representatives of the sphere, science, education and upbringing are the cornerstone of development and the force that makes the country powerful and the nation great.

That is why a lot of effort and money is directed towards the comprehensive development of the education system and the training of qualified personnel in Uzbekistan. Qualitative changes are occurring in the activities of preschool education, school and higher education systems, and research institutions[1].

Modern development of society requires the allocation of funds to quickly respond to dynamic changes, develop new methods of work, produce innovative products, self-development, etc. The higher education system should create a modern specialist who is in demand on the labor market, ready to meet the requirements of modern production and work in the service sector. In turn, one of the means to achieve this goal is the use of design thinking technology, which effectively helps students develop creative work skills. The difficulty of using this method lies in its innovation - even among experts there is debate about the exact definition of this phenomenon.

In the era of new development of Uzbekistan, pedagogical education is the main link in the great creative work carried out to ensure that the youth who determine its future become mature, perfect, highly cultural and spiritual in all respects. It is crucial that employees have high scientific and methodological knowledge and high qualifications.

Object of study and methods used

The object of the study was the process of using technologies that serve the development of design skills among students of higher education institutions. To cover the research topic, a creative approach, effective use of computer graphics, analysis and synthesis of materials, group and individual interviews, and surveys (via an electronic device) were used.

The results obtained and their analysis

The purpose of the study is to analyze design thinking as an innovative method of developing creative abilities in students. General scientific methods were used when writing the article. Among the theoretical and pedagogical methods, we distinguish the approaches of concretization, generalization and abstraction. In particular, the results revealed terminological disputes regarding the concept of design thinking. The results also show a connection between the development of creativity and employment; The features of the stages of its application in the educational process and the role of design thinking in the formation of creativity are explained in detail. We believe that design thinking is a principle of collaborative inquiry that influences innovative team solutions and complex problem solving. The main criteria of design thinking are: collaboration, participation, anthropological orientation and experimentation. Typically in pedagogy, the use of design thinking is divided into stages: empathy, attention, idea generation, prototyping, testing. Modern top managers recognize that interest in the creative component harms production processes.

In such conditions, the study of design thinking and its influence on the creative abilities of students is a very urgent task of modern science. It is worth noting that the analysis requires certain consequences of using this methodology, since the attitude of the educational environment and the academic community may contradict the comments of employers (despite the name, design thinking is not only associated with the work of designers).). Analysis of design thinking as an innovative way to develop students' creative abilities is the main goal of this article. The theoretical part of this work is based on a review of modern pedagogical literature on innovative methods of educational development. In particular, Larras-Rabanos studied the main features of the formation of creativity in students and described the main strategies for the formation of creative abilities. Blizzard talked about the importance of creative skills for business. This expert noted that creativity is a skill recognized as essential to prepare young people for the challenging world of work.

Modern science has a body of knowledge necessary to pose and solve the problem of developing the creative potential of a future teacher. The solution to this problem is an active approach as a mechanism for developing creativity and issues related to teaching in pedagogical cooperation. Among the scientists of our republic are foreign scientists Blizzard, Elaya, Stolz and da Veiga, Subarka, Dame, etc. Siang and others conducted research on teacher learning and creativity in modern conditions. [2]

It is known that the word "design" comes from the English word "design", which means "design", "construction", as well as "plan", "project", "drawing", "drawing". The ambiguity of the translation does not imply unity in the interpretation of what is meant by this word. Considering the diversity of the phenomenon, it is very difficult to achieve unity on this issue, because each researcher is right in his own way, and it would be correct to bring different opinions under a common denominator, recognizing the "design". . universal term. Only some points that contain obvious contradictions and interfere with understanding the essence of the plan should be more clearly defined. Thus, for a long time there was a dispute about the interpretation of such concepts as "artistic intent" and "artistic intent." Each of them served as a synonym for the word "design," and the discussion on this issue, to one degree or another, reflected the formation of this type of activity.

Defines artistic design and artistic construction as two "types of design developing simultaneously and in parallel." His problems can be solved through interaction. As their important differences, E.A. Rosenblum points out:[3]

- difference in the purpose of the activity: artistic design has a clearly limited goal - the result is a material image of what is being designed.

As we can see, “design”, understood as a specific activity to create a harmonious (in terms of functional and aesthetic unity) objective environment, fully corresponds to the above concept of “artistic design”. Design as “a complex artistic and design activity aimed at creating a subject environment, aimed at satisfying the material and spiritual needs of a person.” The content of the work programs dedicated to the development of his terminological apparatus is aimed at teaching ways to acquire knowledge using all available tools. He must participate in the processes of design, construction, modeling and scientific research of design students, project activities. The educational process should not be based on the acquisition of knowledge, but on the development of methods for its acquisition.

At the same time, the teacher does not give students ready-made knowledge, does not explain to students the correct method of action, which they can learn through direct imitation, and does not demonstrate the highest achievements. The best results are reference models that design students can aspire to, although perspective is also important. A design student must acquire the necessary knowledge and correctly answer the questions posed to him - this is what he must learn first. Design students must learn to use all possible sources of information when preparing: reference books, newspapers, magazines, educational and fiction literature, information resources on the Internet. The best way to do this is to engage in the development and implementation of a creative educational project aimed at finding a solution to the problem existing in the assignment.

The role of creative projects in mental education is based on the fact that in the process of creative activity, future design students expand the scope of their feelings and ideas, develop and improve their knowledge, form the basic processes of mental activity, and develop abilities. independent acquisition of knowledge and its practical application.

To do this, in the process of training future design students, it is necessary to form a correct understanding of the features of a design project. The development of design experience among design students is carried out in two main directions: the inclusion of design projects in the learning process of various subjects provided for by the curriculum, and the inclusion in the educational process of a special course on the basics of creative projects. . curriculum for design students.

Students go through all stages of design, which ultimately gives them an idea of the sequence of creating projects and the rules for their implementation [4].

Design students have the opportunity to independently choose a project topic based on their interests, based on their ideas about the need to solve a specific problem, when they receive an assignment to complete a project (mini-project). They learn to identify problems that they may encounter in the course of their professional activities, determine goals and objectives. They also learn to find solutions to these problems. Using this discipline allows design students to develop useful skills: searching, selecting, systematizing and analyzing information, working with primary sources, developing projects and presenting them to the public. Student designers who come to work can fully manage the implementation of design projects.

Theoretical and practical training of future design students is carried out in various forms of activity of design students, including content and professional aspects.

In the process of theoretical training, students in the “Design” direction receive the necessary knowledge for future professional activities. During their internship at BEC, future design students solve various creative problems and learn to find creative solutions in given situations. For example, students solve creative problems to find the most suitable ways to translate their ideas into materials - making original designs by hand is a critical element of the learning process. This knowledge and skills make graduates of our department in demand in the labor market and create ample opportunities for realizing their creative potential in various areas of design and artistic activity [5].

Technology provides an effective feedback system that helps not only student designers, but also teachers involved in the development of a design project, develop their own personality and self-awareness. New opportunities are created for them to realize their own experience, improve professional skills, aimed at strengthening interdisciplinary connections, developing unity of requirements, etc., which ultimately helps to optimize the educational process based on project activities.

Higher education requires specialists who have a methodological culture, that is, a special way of thinking based on knowledge of compositional techniques and the ability to apply them in practice. We also need a management culture, scientific knowledge, skills and competencies in the field of design. The teacher should pay attention to the personal direction of designing and teaching students (adopting psychodiagnostic methods, changing the attitude and organization of student designers' activities, using various and innovative teaching aids, reorganizing educational content, attention to development, creating conditions). for creativity and self-expression).

The works of student designers highlight the most important professional qualities of a modern specialist in the field of design. Above all, a professional designer, whether working with people or managing technology, must be a creative researcher, a creative thinker, an individual, and the ability to set problems, make decisions and take responsibility for them.

The second characteristic is innovation, a constant search for innovation. Another relative feature is the strategic nature of the activity, that is, the ability to determine long-term development goals and justify real ways to achieve them [6].

It should be noted that the designer must have the following professional qualities:

1. Mastering the art of communication, the ability to organize and conduct a discussion without imposing your point of view, without putting pressure on the audience with your authority; ability to generate new ideas and guide students to find ways to solve problems;
2. Installation and maintenance skills, stable, positive emotional attitude towards life in a project team;
3. Knowledge of information literacy (focus on printed sources of information, audiovisual culture, knowledge of computer technologies);
4. Knowledge of how to integrate knowledge from different fields to solve problems of selected projects.

A modern teacher is, first of all, an organizer, coordinator and assistant of the educational process.

Experts prove that combining brainstorming methods should result in interesting ideas for solving common problems. The next stage is a period of transformation, during which the product concept appears. If the previous stage (divergence) provides for many possible actions, then the transformation stage requires their combination. Here are some variations of the original ideas and how to adapt them. The next stage is rapprochement, which occurs when the student clarifies the project, eliminates various contradictions, and clarifies the details. After this, the idea generation period begins, during which the student presents the results obtained. After this comes the testing stage. Opinion from the instructor, other students, and project recipients is sought on details not covered here. The main factors for evaluating a project are its originality, originality and independence. At the same time, structural factors also remain important. We are talking about the suitability of the object for use. Aesthetic and technological factors are also of great importance in the assessment. Some researchers also identify other stages into which the design thinking method is divided: empathy, attention, idea generation, prototyping, testing. Consequently, the focus on the design object expands and contracts, allowing you to collect ideas, then select the best ones and refine them. The first stage is empathy, in which the student learns the needs of users and determines the main goals of his design. To do this, he needs to study a specific object in detail, talk with users to develop a new product or service. The main tools of empathy are conversation, conversation, observation, data recording and general data analysis. The second stage is called focus, in which the process of filtering the collected information occurs. Here the student must answer the question: what problem is he solving. Brainstorming combines many strategies such as mind mapping and storytelling. The main task of this stage is to offer as many ways as possible to solve the problem. The prototyping stage creates a minimum viable product. This is a product or service with a set of functions sufficient to satisfy the first potential customers. Using a minimum viable product saves two important business resources—time and money. This is primarily due to receiving quick feedback on specific services or products. The final testing phase should involve end users to evaluate the prototype or retest the revised version. The main mechanisms used at different stages of design are thinking, the stages of design thinking. stage name, empathy, generating prototype ideas, testing a product or service. The main mechanisms are interviews, literature research, observational methods, empathy mapping, point of view, brainstorming, leading questions, content clouds, etc. Therefore, specialists who master this technique are valuable in the labor market, and firms and companies are ready to compete for them hiring It should be noted that design thinking contributes to the development of a creative corporate culture and helps create team cohesion around a complex topic. In addition, design thinking methods promote a sense of unity and meaning among employees. What makes this technique different is the process of generating ideas based on customer experiences and coordinating designs with clients.

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