



# BASIC PRINCIPLES OF PEDAGOGICAL DESIGN IN THE EDUCATIONAL PROCESS

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## Abstract

This article explores the integration of structured educational content and student activities as a cohesive technological process within the educational framework. Focused on imparting fundamental aspects of social experience, the study justifies the main principles of pedagogical design. The article delves into the application of diverse methods and tools to enhance the effectiveness of the educational process.

**Keywords:** Subject, reflexive, result, technologist operation, technologist, design strategy.

## Introduction

The educational content of each academic subject is determined in accordance with the general educational goals and objectives. From the point of view of the active approach, each element that makes up the content of general secondary education should correspond to one of the types of activity of the subject. Types of subject activity, in turn, need to be represented by generalized activity models as a set of specific models [1].

The student activity model is a systematic element that serves to determine the content of the student's overall activity.

The principle of centralization requires the implementation of the design in the following order: the creation of activity models in accordance with the purpose, as well as the methods of their assimilation by students, the selection of tools (technological operations), the justification of the methods of educational activity management (the activities of the coach) [2].

**1. The principle of reflexivity in sports pedagogy** describes the subject's assessment of himself, his personal activities and knowledge, the opinions of others about him, and the relations between them regarding cooperative activities. In the process of pedagogical design in sports, it is advisable for the teacher to always take into account the educational process, its specific and ideal conditions, the knowledge needs of students, the possibilities of filling them, personal qualities and abilities, and the possibilities of effective organization of pedagogical activities. The principle of reflexivity requires that the project of the created educational process be continuously corrected and completed based on the analysis of the needs and capabilities of the participants of the educational process.

**2. The principle of effectiveness in sports pedagogy.** Pedagogical design describes the convenience of conditions and the achievement of effective results with little time and effort.

Effectiveness should mean the content of social experience activity models, technological operations, mastery, choice of management methods, compatibility of educational activities, educational tools, and achievement of the set goal by means of short time and effort of the subject in the technological process.

**3. The principle of multinationality in sports pedagogy.** Each educational process is influenced by several objective and subjective factors. Among them, the socio-economic life conditions of the coach and the athlete, the social production and natural climatic environment around the educational institutions, the educational material base of the educational institution, the professional qualification level of the coach, the spiritual and psychological environment of the educational institution or a certain class, the educational opportunities of student-athletes, the intellectual potential of the class, the interpersonal skills of the team. include relationships. When designing the educational process, the trainer must take these factors into account.

**4. The principle of adapting the personality of the student to the educational process in sports pedagogy.** From the moment the child steps on the threshold of school, the scope of his activities (in the form of self-service, work, and recreation) expands. As a result of acquiring such activity skills, he acquires social experience. Therefore, it is necessary to ensure that the educational process is effective, the content of education and other activity models are taken into account in its design, and students use them in their daily life activities.

At the same time, in general educational institutions, personality development and adaptation to social life is carried out based on the participation of psychologists and sociologists (psycho-pedagogical diagnosis) in accordance with certain laws.

**5. The principle of natural development and socialization in the educational process in sports pedagogy.** Knowing the essence of natural processes makes it possible to organize the educational process effectively, taking into account the age characteristics of student-athletes, periods of sensitive development, and opportunities to move to the next stage of development. The content of the principle is explained by the socialization of education, and the assimilation of social experience by student-athletes on the basis of individual laws.

When organizing the activity of a coach, attention is firstly focused on the mutual compatibility of activity methods and processes. This situation is accepted as a normative requirement.

Personalized education gives the student the privilege of choosing the content of the educational material, tasks or assignments, methods and methods of activity. Choice encourages the learner to make decisions, explore independently, and take responsibility. Therefore, it is appropriate to develop alternative models of educational activities and offer them to the student [3].

The sports coach one of its task is to develop the student's inner desire, and incentive (motivation) following the educational goal.

In the pedagogical design, it is necessary to determine the methods that direct the student to educational activities, the form of independent education, and the possibilities of self-development and self-esteem.

In managing the technological process, the trainer's activity is organized in the form of technological operations.

In sports pedagogy-technological operation is a component of educational activity, as a mutual unity of student activity and the content of educational material, it ensures the student's transition from a certain stage of education to the next stage, to a higher level.

All tools used in the educational process are divided into groups such as material (textbooks, training manuals, demonstration and demonstration tools, laboratory equipment, etc.) and spiritual (feedback, example of a teacher or student, behaviour, speech, etc.).

During the educational process, the coach's personal qualities, namely, his professional skills, motivation, pedagogical skills, character, temperament, mental state, self-awareness, etc., are revealed.

When designing an educational process, the trainer, as a designer and executor, chooses a convenient way to implement the project.

Principles of information supply design serve to form information supply in the educational process project.

State educational standards and curricula are also tools that organize information supply.

The social principle of designing economic supply means ensuring economic expediency. The socio-economic design of the educational process is the task of the educational manager. When designing the activities of all educational institutions, it is necessary to take into account the needs and opportunities of the participants of the educational process, society and the state (social order), and fill them.

The design strategy developed by D. Johnson is a generalized project and is the result of the creative (design) activity of the coach.

Design strategy is a system of implementation of activities planned by the designer in a certain sequence according to the technical tasks.

Several strategies are used in the design of pedagogical activities in sports. Each strategy has a specific feature in the design of the educational process. the coach has the opportunity to use two or more types of strategies in his practical activities.

D. Johnson shows the following as the most important strategies (Figure 1):

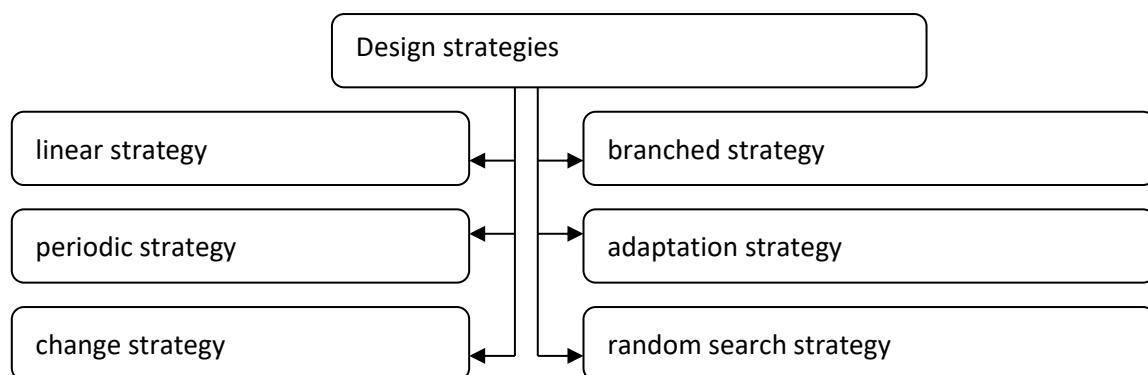


Figure 1. D. Johnson's strategy.



A linear design strategy consists of steps 1, 2, etc., which means that actions from the first to the fifteenth are performed sequentially without returning.

The strategy is used by the trainer when activities are planned to be carried out in a certain sequence (including when convenient standard tools are used without careful consideration of options for organizing the educational process in different forms) [4].

Today, in the education and development of future sports coaches, determining how they chose the profession of pedagogy, and forming their social inclinations for deep acquisition of professional knowledge is one of the important pedagogical issues.

The main criteria that determine the social and personal inclinations of future sports coaches when choosing a pedagogic profession are:

- emotional relationship;
- interests and needs;
- that he realized the social essence of his profession;
- the quality of pedagogical training and the ability to see its perspectives;
- to be able to coordinate his inclination towards the pedagogic profession with social requirements;
- be able to evaluate the results of their activities in the pedagogical practice and educational process;
- future sports coaches such as realizing their interest in choosing a pedagogic profession [5].

It should be noted that in the training of future sports coaches, professional inclinations appear as the basis of the educational process. It is they who direct the personality of future sports coaches to the educational process, stimulate and help students' thinking and intellectual activity, their ability to see their professional prospects and their understanding of their socio-pedagogical tasks.

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