

DEVELOPMENT OF PROJECT COMPETENCE OF CHILDREN OF PRESCHOOL AGE BASED ON DESIGN

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Abstract:

The presented thesis represents the results of a study analyzing the possibilities of pedagogical design in the development of inclusive national preschool education. The research methodology, based on a retrospective analysis, highlights the legal and methodological framework, categories of inclusive education and pedagogical design, their relationship and possibilities.

Key concepts: inclusion, pedagogical design, attractiveness of education, preschool education, systems approach.

Introduction

In world education, the issue of expanding the project competence of the younger generation, the formation of their own worldview and critical thinking in the future is the key to the socio-economic development of society. The trend towards teaching children design and creative thinking from an early age has been implemented in a number of developed countries and has achieved high efficiency. Today, in developed countries, attention is paid to design, design education, starting with preschool education and the educational process. International programs such as PISA, PIRLS, TIMSS, EGMA, EGRA are enriched with exemplary materials that direct the quality of education to creativity and critical thinking. At present, creatively thinking young people contribute to the development of the country, financially and spiritually supporting design activities, doing research in the field of advanced design education, and artistic creativity in foreign countries.

Studying the development experience of a number of developed countries of the world, a comprehensive understanding of technologies and innovative ideas and the creation of innovations is considered one of the key features of the era of globalization. According to the historical experience of a number of developed countries and the results of research by mature scientists and educators of the world,



by teaching and preparing children from early childhood for design and project competence, the spiritual and moral maturity of advanced, innovative generations will be achieved in the future. Studying the experience of developed countries, a comprehensive understanding of technologies and innovative ideas, and the creation of innovations are the main features of the era of globalization.

The current period, when socio-economic relations corresponding to modern conditions are being created in the new Uzbekistan, makes high demands on the competencies of specialists at various levels and industries. One of the most cherished values of our people is the tradition of raising a child, caring for adults to gain knowledge and become the owner of a certain craft. The rich historical heritage left by our ancestors, the unique masterpieces of This invaluable legacy presents current thoughts and reflections on the morality of raising our children, on how they can plan their lives, set goals for themselves, use their time efficiently, acquire a profession.

In the Republic today, complex organizational and legal measures aimed at organizing an effective system of preschool education are being developed and put into practice. The study of innovative directions for solving the tasks set in government documents is an urgent task today.

The degree of knowledge of the problem. Research in the direction of the formation of creative and aesthetic qualities of preschoolers was carried out by domestic scientists M. Abdullaeva, D. Babaeva, T. Khurvalieva.

A number of researchers from the CIS G. Pantelev, E. Tkachenko, S. Kozhukhovskaya, N. Konyshova, I. Lykova, A. Rybakova, V. Steinberg, S. Shukhardina have worked on the problems of project competence of pupils of preschool education. Design features in preschool education were studied by foreign scientists R. Larimore V Akerson, Ero-Tolliver, S. Y. Hong and others.

Research on project education, career guidance, project competence in pedagogy, vocational education was carried out by a number of domestic researchers N. Muslimov, Sh. Sharipov, N. Karimova. Foreign scientists G. Semper, F. Relo, scientists of the Commonwealth countries V. Glazychev, I. Rozenson, A. Lavrentiev B. Arvatov also studied the history and theory of design on the theory and history of design. A number of studies have been carried out by world scientists and researchers in such areas as design theory and design education, types of design,



and didactic design. Much attention was paid to design education by scientists from different countries. The question of the mutual harmony of art, science and practice was at the center of attention of such scientists and creators as Henri de Moran, Le Corbusier,. They considered the complementarity of artistic and scientific knowledge as a general theoretical issue.

In pedagogical theory and practice, the relationship between design and artistic creativity has not been given much attention. The issue of design has not been explored in terms of competence. The influence of artistic and design activities on the process of creative improvement has not been studied to a special extent.”

No special attention was paid to the relationship between design and construction in pedagogical theory and practice. The issue of design has not been specifically studied at the mental level from the point of view of the competence-based approach. The structure of project competence, its influence on the areas of development of children of older preschool age have not been studied to a special extent.

As can be seen from the above, the research of a number of scientists is aimed at solving the problems of personality formation, and the issues of educating the personality of a teacher and pupils with project competence and developing and improving the culture of their critical thinking based on design in the process of preschool education and upbringing have not been specially studied.

The 20th century, actively entering the period of scientific and technological development, gave rise to a design culture that is focused on the conscious formation and understanding of the artificial environment surrounding a person, which is recognized as design and is in harmony with design activities. He embodied the values of life, the environment or forms of culture, other spheres of design culture that make up a single whole with him, a way of life and harmoniously combined social cultures, visual culture. The main part of human life takes place in the environment of the architectural environment, in the environment of the artificially created world of things. Design as a project activity conquers all aspects of the social and cultural spheres. Designing develops an aesthetic worldview, artistic perception and creative abilities of children, increases the desire for independent creativity, allows you to independently solve creative problems, develop the ability to analyze and generalize. Applying design experience, decorating the world around them,



children develop a broad imagination, imaginative thinking, and aesthetic taste. Through design activities, children learn to understand the artistry, functionality of the world around them and the objective world in the family.

Design (lat. projectus - thrown forward) is a complex of intellectual actions, during which a sample of a new product and a method, method and technological sequence for its production are created. Development of project competence of children of senior preschool age Teaching children analytical thinking through project activities is to create conditions for their future becoming a harmonious person.

The culture of designing a children's community is a process that is formed and developed with the help of various styles of interaction of the human community and its reflection with the world, focused on the creative abilities of a person.

Project competence is the ability of a person to put into practice his knowledge, skills and personal qualities that ensure his readiness to carry out project activities, social significance, successful results and responsibility for this result.

The formation in children of this or that elementary type of project activity already in the process of preschool education and upbringing is an important factor in the education of mature personnel with project competence in the future.

The term "design" comes from the Latin word "Designare", which in Italy during the Renaissance and later was used to refer to various sketches, ideas and projects. Since the 16th century, in England, the word "design" has been used in the form of giving meaning to design, construction - the artistic design of objects, the aesthetic design of industrial objects. In developed countries, much attention is paid to design, which is an important factor for the country's economy, raising the standard of living. Design is a form (service) of organizing artistic and design activities aimed at satisfying the consumer value of a material and spiritual product by mass consumers.

Design today is an activity of artistic design that comprehensively combines a number of branches of science, aimed at creating a world of objects and processes associated with all human life, linking natural science, technical, humanitarian knowledge, engineering and art in its structure. Its central and important issue is the creation of a world of processes, things and services worthy of the requirements of human cultural aesthetics. The definitions that different scholars and researchers gave to the term design in different eras cannot fully express the modern



interpretation of design today, since modern design is not only an activity of artistic design of objects and services, but also a phenomenon capable of designing the human mind.

Based on the above considerations, the author's definition of design was developed. Design is a method of organizing human activity on the basis of technological expediency and natural harmony of design.

This definition of ours covers the material and spiritual world associated with human activity. It is known that a person designs his life activity with different goals. Design education is a systemic form of organizing a creative cultural environment in a particular educational institution, state and society.

Between the traditional types of design and design there are special relationships, continuity, which are manifested in overcoming the difficulties associated with the introduction of innovations in the objective world into the lives of specific individuals and society. Children's design is a social phenomenon, which is considered an innovative direction in the artistic education of preschoolers, which, based on the requirements of the era, has a high functional, aesthetic level, which contributes to creative self-realization, the discovery of a unique individuality, and broadening of horizons.

CONCLUSIONS AND RECOMMENDATIONS

1. As a result of an integrated approach to the design concept, it turned out that it is applicable to each facade. Since the concepts of design and education are close to each other in their function, it is possible to extrapolate them. At the same time, the design of the educational process aimed at educating a harmonious personality with project competence as a design product is brought to life. It has been established that blindly following the signals of modern design can have both positive and negative effects simultaneously on the development of aesthetic tastes, imagination, national pride, moral qualities of preschoolers. In these conditions, in order to protect children's consciousness from negative means of design, it is necessary to resort to design education for the formation of creative creative activity and a healthy educational environment.

2. As design as an art related to each field enters the design process of each aspect, pedagogical design as its type, known as process design, has also entered education



and, in particular, preschool education, the study of which increases the effectiveness of the pedagogical process. At the same time, he relied on foreign experience and the peculiarities of national education.

3. Design education exists in the National preschool educational process, but its prerequisites, development at a special level have not been investigated. The issues of children's project activities and project activities for children are becoming increasingly important today, but, although they are present in the preschool educational process, they do not have a special level of methodological support. It is desirable to attract a wide audience and experienced designers to this area.

4. As preschoolers are involved in design activities in the process of education and upbringing, they develop aesthetic taste, project creative imagination, as well as respect for the elements of National design, national pride, familiarity and enjoyment of samples of folk applied decorative art, maturation based on creative design principles, instilling high national, human values. and moral standards of design are appropriate.

5. Pedagogical prerequisites for the development of project competence in the process of preschool education and upbringing based on design were implemented from the point of view of teaching staff and students. The concepts of children's design and design for a child were investigated.

6. An effective result is provided by an approach from the point of view of design, project education and pedagogical design to the formation and development of competencies of the general educational and developmental spheres of a preschooler based on state requirements for the development of children of early and preschool age and the state program "Ilk qadam".

7. The widespread use of design and design education in continuing education, in particular in the preschool education system, is an innovative direction of pedagogy that meets the requirements of the new national education of Uzbekistan, bringing the quality of education to a new level.

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