



Pedagogical Approaches in Improving the Methodology for Developing Design Skills in Students

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Abstract

Some issues of professional development of design specialists were identified in the research of N.P. Valkova, N.K. Voronova, I.V. Zargaryan, A.E. Maksimenko. Implementation of a number of tasks aimed at the professional training of the future designer, among which the main place is occupied by: creative ones (formation of the student's personal creative abilities, his critical and problem-oriented thinking, instilling the skills to creatively evaluate his achievements). edge); professionally oriented (building the ability to act freely). Modern design profession and design in the creative system); scientific and creative (creating student interest in design education, design activities, supporting independence, design creativity). An assessment of the number of works covering a particular problem may indicate the formation of professional competence and the interest of scientists in this problem. However, despite this, studying the problem of developing the design abilities of future designers as a component of professional competence is a theoretical and practical study.

Key words: Designer, technology, component, quality of education, researchers, approach, personality, idea, science, development.

Introduction

In the modern system of training future designers, we have found a reflection of the characteristic features of foreign developments and achievements determined by cultural traditions, higher education, graduate economics, science and technology. Systematic comparative analysis allowed domestic and foreign professional education, first of all, to identify new trends, including communicative, theoretical and practical areas of specialist training; widespread implementation of the ideas of differentiation and individualization of education, designing the future, introducing new educational technologies, promoting the formation of independence, activity, reception of new information, its processing, cognitive development, scientific and practical skills and abilities, interested in the point of view of finding solutions to the problems of developing the design and skills of the future designers in the use of graphic sciences. Let's look at the essence and relationship between the concepts of “competence” and “competence”. As part of the definition of these concepts, the authors L.N. Bolotov, V.S. Lednev emphasizes practicality.

Orientation of competencies: “therefore, competence is the area of the existing relationship between knowledge and action in a person, practice” and “a compositional approach is important for strengthening the practical orientation of education.” The diversity of opinions on this matter” shows the field of interpretation of the phenomenon “professional competence of a designer” (E.A. Klimov). An analysis of the literature (E.F. Zeer, I.A. Zimnyaya) allowed us to draw a conclusion about the professional competence of the designer - the holistic and personal development of the future specialist; here the main characteristics of the future designer are his readiness to carry out professional activities related to the development of production and technological standards, as well as the status of someone who meets personal standards, the rules of cultural and aesthetic behavior in society. Design education as a system of integrated knowledge, skills and competencies.

This system guides the directions of the future specialist (aesthetic, intellectual, volitional, collective, competitive), aimed at personal development. The study of this problem is presented in the works of domestic and foreign scientists. B.T. Kenzhebekov defines professional competence “as a set of unified fundamentals of knowledge, generalized abilities and skills of a person, it is important his profession and personal qualities, a high level of technology, culture and skill, a creative approach to organizing activities, and constant self-improvement”.

The professional competence of the future designer includes theoretical and practical knowledge in the field of composition, linear perspective, technical drawing, color science, academic drawing and painting, design activities, type art, the basics of computer graphics, and the formation of landscape design skills. Production skills in the field of professional activity are unthinkable without project skills. The implemented design project combines all the graphic and artistic means obtained as a result of practical work. S.A. Murtazina believes that the formation of competencies in the conditions of teacher education, upbringing and professional education is considered as a reflection of the outside world in the process of educational and practical activities. This process allows the future bachelor. Work with information, successfully create plans and behavior programs based on acquired knowledge, skills and abilities. According to L.M. Tukhbatullina, professional competence is a set of components of design activity (design, production and technological, organizational and managerial, scientific research) and final components (motivational-volitional, creative, active, reflective).

In accordance with the requirements of the Federal State Educational Standard of Higher Education, qualification characteristics and types of professional activities, researcher V.V. The structure of Shchukin's Design competence defines the following competencies: artistic-aesthetic, production-technological, design, technical, research, organizational-economic and communication, as well as

personal qualities of professional significance: aesthetic taste, design thinking, creativity, independence and also experience in professional design activities. In a study conducted by O.P. Andreeva is considered a professional. Qualifications that describe the personal qualities of the future designer and determine the level of professional activity: professionalism, communication skills, motivation, while emphasizing ability to work.

As noted, the professional qualification of a graphic designer is A.I. Kuleshov, of course, is a holistic person who teaches depending on the areas of professional training: general education, general arts, special, improving the student's individual qualities and success in professional activities. The professional qualification of a graphic designer is carried out in the cultural, aesthetic, visual, communicative layers of professional activity of young people. Complex research and design tasks of a constructive, technological and visual nature, decision-making tasks determined by their order, constructive imaginative and analytical thinking. According to the researcher, professional. Expertise is important personal education. A.I. According to Kuleshova, competence distinguishes a specialist from others due to a common cultural and professional presence, knowledge, skills and abilities of an individual, creative nature.

Analysis of the problem of introducing a competency-based approach into vocational education allows us to identify a set of basic competencies of a future specialist in the field of design - creative, design, research, thinking, information, environmental, communication, design and technological, personal self-improvement. According to O.P. Andreeva, the professional development model should include the competencies of future university design specialists. Blocks: structural and organizational, goal-oriented, content-based, activity-based, based on result criteria.

The project defines the requirements for the results of students who have mastered the main professional training programs of higher education. When mastering programs of special basic and replacement subjects, the main attention is paid to the development of general professional competencies:

- the ability to master drawing, the ability to use drawings, the practice of creating compositions and processing them according to the direction, designing any object, acquiring linear construction skills, understanding the principles of choosing construction techniques. and precise execution of the drawing (OPK-1). The acquisition of general professional competence is based on the flexibility and ability of the future design specialist to present various design solutions presented in the design of tasks, using graphic tools, selecting appropriate technical techniques, and also includes knowledge of the basic principles of creating a composition and design graphics using constructive drawing. In this case, an important aspect is compliance with technological and design qualities, features of constructing design objects in the plane of the sheet, mahurat. During creative authorship, present the project from a good side. Ideological understanding can be observed in the solve the problem (PC-2). The student must be able to specify and select figurative solutions when choosing ideological images, as well as carry out design tasks and offer creative creative solutions. An important aspect is knowledge of analogues of brand finds and stages of their development in project activities:

- the ability to analyze and determine requirements for a design project, solve a problem or synthesize a set of approaches to it. Implementation of a design project (PC-4). After developing this competence, the student must implement previously acquired actions, practical knowledge and skills to work on design objects. Design competence involves knowledge in the field of design, creating original examples of graphic design for many well-known companies, enterprises, organizations, brands, as well as brands for selling goods and services for use;

- ability to design objects, goods, industry samples, collections, complexes, structures, objects, including creating a comfortable environment (PC-5). Mastering design skills

includes the creation and testing of one's own design samples, design aimed at finding ways to implement developed objects, a detailed study of Internet platforms, scientific and practical conferences, city, regional, international programs and competitions and student projects. An additional aspect is participation in creating your own client base. Thus, the sphere of education of the future designer is a scientific-methodological designer, design-pedagogical, organizational and methodological conditions for his further formation, a competitive, personality-oriented personality, high-level professional training in the market of goods and services. This preparation is directly related to the quality of the education received, professional competencies aimed at ensuring consistency and comprehensive solutions when obtaining certain general professional design tasks, as well as the formation of future design and design skills using artistic and design activities.

The psychological and pedagogical basis for the formation of a project is the skills of future designers. Analysis of what has been accumulated in domestic and foreign universities and experimental institutes for training future designers makes it possible to establish the psychological and pedagogical foundations of project formation skills. The visual abilities of students, theorists and local teachers promoted practical approaches to education, which greatly contributed to the creation of educational methods. N.N. Volkov, D.N. Kardovsky, N.P. Krymov, A.S. Puchkov, N.N. Rostovtsev, P.P. Chistyakov, K.F. Yun. Pedagogical education considers the independent work of future specialists as the key to their active creative professional activity. Research conducted in the field of independent work of students served as a topic studied by scientists S.I. Arkhangelsky, V.B. Bondarevsky, M.G. Gorunova, P.I. Pidkasisti, V.A. Slastenina. In the study by I. N. Ritter, independent activity is described as the main way to improve the quality of education, from which it follows that the organization of students' independent work affects the educational process, the approaches to learning used, and creative projects are more effective. Implementation methods are independent and class actions. New search opportunities open up for the student to wisely organize his free time. In other words, a highly qualified specialist is needed, capable of making independent decisions and adapting to assigned tasks and working conditions. In the process of professional training, the student must produce geometric bodies, develop skills in recreating the shape of an object from a drawing, as well as its isometric images and free projections; use of visual graphics design tools; acquisition of professional graphic modeling skills; transfer of color relationships in the pictorial plane; determination of importance; compositional harmony; Fill color; tonal and lighting effects.

Design education is a system that meets the needs of students in their personal and professional development, meeting the social order of society. In this regard, the main goals of Design education takes a two-pronged approach. The main future artistic, as well as artistic and design training of designers is considered by us as a subsystem of specialist training that meets the needs of the social labor market. Integrated arts education focuses on the challenge of constructing knowledge in a new environment with a level of autonomy designed for students to use, filter, and synthesize information. In this study, design is considered as a project, an activity that expands the boundaries of its influence, as well as complex systems of visual culture for organizing the educational process and course activities. Modern research defines the types of design activities: professional, propaedeutic, artistic, creative, informational, technical, design, creative and design. The project view is the final link of all of the above types, turning activity into a complex system of search and formation. Scientists call project activity "human activity aimed at changing the creative environment by creating a qualitatively new subject-spatial environment, artistic models of the subject-spatial environment, cultural examples and values." Despite the existence of scientific literature on project activities, it should be said that theoretical research is insufficient, and the practical solution of issues related to the formation of project activities is left to the discretion of future

specialists. It should be noted that there is practically no research on the training of competent specialists using the knowledge of related professions that make visual changes in the environment an objective reality. Graphic design develops in parallel with all directions in art. Design objects are classified according to types of graphic design: industrial graphics (trademarks and brands, labels, packaging); advertising graphics (advertising messages, posters, catalogues, booklets); identification (logo, font, colors, brand block, company documents, vehicles, interior styles); means and signs of visual communication; icons, showcases, exhibitions; automotive (computer) TV, cinema and animation.

The work of a graphic designer consists of setting a goal, a series of tasks, collecting information on the problem, similar research projects and comparing them, creating many variants of sketches and sketches based on the principles of composition on diagrams of brand blocks, choosing the golden ratio, color and font bases, applying selected brand blocks in company documents, souvenirs, outdoor advertising. The main requirements for creating a design image are creativity, simplicity, harmony, attractiveness, the found basic elements of the design proposal and a product that describes the concept. A. Hofman emphasized this in his scientific research. The work of a graphic designer is subject to constant change and transformation. It follows from this that higher education should provide an educational process that can create conditions for students to master new technologies and computer science tools, begin to search for new solutions, and also prepare a designer with unlimited professional interests, high mobility, and the public. efficiency of order fulfillment. The A. Hofmann School places high demands on its constantly changing teaching staff and educational programs, responding to external professional changes, making new decisions, using new tools and tools for working in industry. Design education in accordance with the humanistic-social direction, the leading visual sciences, are subjects allocated to the field of special educational process. Thank you for this special area of education. A graphic designer develops visual perception and imaginative thinking. In the specialized methodology of design formation, graphic designers use the disciplines of thinking “Technical drawing and graphic geometry”, “Design”, “Landscape design”. In addition, these disciplines develop the volumetric-spatial thinking of the student designer, skills in determining linearity and aerial perspective, plastic forms. constructive construction, arrangement of planar compositions, visual computer editing programs. An important condition for the training of artistic personnel, as M.P. Leshchenko notes, is an educational system focused on the teacher’s readiness to personally implement, in particular, the artistic component of the pedagogical process through implementation.

Any pedagogical system consists of the following interconnected invariant elements:

- 1 – pupils (students);
- 2 – educational (educational) purposes;
- 3 – content of education;
- 4 – didactic processes;
- 5 – organizational structures;
- 6 – teacher or technical teaching aids (PTSO).

The pedagogical system, like any scientific theory, covers two concepts: didactic problems and pedagogical technologies for their implementation (PT). Didactic issues as an important area of human activity within the pedagogical system should consist of a specific goal and conditions for achieving it, as well as information (content) for this activity.

If the goal of solving didactic problems is the need to form certain personality qualities, then the conditions are the initial indicators of the quality of students (students), and the information is the content or educational effect of the subject.

Each didactic task is solved in the pedagogical system by the corresponding elements of PT, which

are: the didactic process, the organizational structure of training and pedagogical or technical teaching aids. Education always serves to satisfy the needs of society and consciously or intuitively quickly or slowly adapts to these requirements.

In conclusion, we studied several methods of pedagogical approaches in improving the methodology for developing design skills in students and at the same time provided several quotes from the pedagogical approaches of European scientists. The result of scientific research shows that pedagogical approaches are certainly necessary to improve any design skills, and the use of any pedagogical technologies in conjunction with this is effective.

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