

**DEVELOPING STUDENTS' CORE COMPETENCIES IN THE PROCESS OF EDUCATIONAL DESIGN****Abdusamatov Alisher Sobirovich**

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**Abstract:** This article presents information about the semiotic approach in teaching young learners in general secondary schools, including the fields of semiotics, their boundaries and types, the importance of semiotic aspects, its historical development and application, as well as the necessary pedagogical conditions. The views of scholars, various branches and directions of semiotics, and its use in everyday life are also discussed. Furthermore, the article highlights how semiotics can be applied effectively in educational practice.

**Keywords:** Semiotics, education, educational system, philosophy, semasiology, pragmatics, syntax.

**Introduction.** The primary task of the semiotic approach in education is to study existing problems from the standpoint of philosophical science. In this context, we consider the reasons behind the need to introduce a philosophical–semiotic approach to addressing problems that arise due to the development of the era, social progress, and the evolving demands placed on education. If society is viewed as an “integrated organism,” then the education system (referring to continuous education) logically functions as a means of social genesis and selection, producing the hierarchical structure of society in a direct sense.

The metaphor used here defines the role of education in society from a socio-functional perspective: philosophically, education—much like culture, art, ideology, literature, and politics—is an activity aimed at shaping social representations. Therefore, the quality and effectiveness of education (as with other social practices) are determined by how well the system meets the requirements of social demand and societal needs.

**The Need for Educational Design**

Before identifying the main objects, elements, and components of educational design, it is necessary to discuss the factors that create the need for this process. In simpler terms: **Why is there a need for educational design?**

The development of society and production demands that future specialists—particularly future primary school teachers—possess new competencies, professional qualities, and novel types of pedagogical skills. The emergence of new subjects, deepened conceptual understandings, the expansion of scientific knowledge, enrichment of curriculum content, and the establishment of new educational paradigms require teachers to achieve maximum results in minimal time.

Thus, teachers must manage time effectively and make optimal use of every second of the teaching process. Due to challenges such as pedagogical situations, inadequate use of pedagogical systems, and

the inability to select appropriate methods, techniques, and tools, the time planned by university instructors for teaching is often not optimal. The average teacher wastes **8%** of instructional time unnecessarily [1].

Additionally, a traditional approach predominates in planning the teaching process and creatively designing curricula. Analyses show that teachers' lesson planning is **reproductive** in nature in **56%** of cases (i.e., recommended plans are simply repeated).

**38%** attempt to adapt plans and curricula from existing literature, while only **6%** are able to produce lesson plans at the level of authorial modelling [6].

Another factor negatively influencing educational effectiveness is the errors and uncertainties made by teachers. If the total negative impact on educational effectiveness is conditionally set at **1.0**, the "weight" of each factor is approximately:

- Uncertainty in defining goals and objectives – **0.13**
- Incorrect selection of methods, tools, and techniques – **0.12**
- Errors in determining the volume of study material – **0.12**
- Failure to consider learners' possible actions – **0.13**
- Lack of creativity in assigning tasks, exercises, and activities – **0.20**
- Poorly developed assessment tasks – **0.15**
- Insufficient use of visual and audio resources – **0.15** [3]

### What Is Educational Design?

The most widely accepted interpretation views educational design as a strategy aimed at creating self-developing systems that enable academic freedom in teaching and research [7].

Educational design refers to the deliberate and systematic planning of teaching, with the primary goal of improving educational effectiveness [4].

Educational design is carried out through the following sequence:

1. Defining the overall objectives of the subject being designed and the educational, heuristic, developmental, and instructional goals of each topic.
2. Creatively adjusting and contextualizing the content of topics specified in the curriculum.
3. Selecting appropriate teaching methods, techniques, strategies, and tools.
4. Planning the types of activities performed by both teachers and learners (including pedagogical situations).
5. Determining the expected outcomes for each topic (knowledge, skills, competencies, personal and professional qualities).
6. Developing assessment criteria [8].

In our view, representing an educational design in the form of diagrams, charts, and tables is effective, as this approach simplifies complex information and enhances the visibility and consistency of the designed plan. Additionally, it helps future primary teachers develop skills in expressing ideas using diagrams, graphs, tables, and visual representations.

## Theoretical Foundations

The theoretical analysis of design-related concepts shows that modern pedagogy considers educational philosophy, general design methodology, theoretical foundations of pedagogy and psychology, conditions for developing educational systems, and the project paradigm as conceptual foundations [5].

The development of science, technology, and society places new demands on the system of professional training (including the preparation of future primary school teachers). These demands require continuous updating of teachers' professional and personal qualities and competencies. Consequently, higher education curricula must ensure that subjects help future teachers acquire and develop modern competencies. From this perspective, **educational design is an effective solution.**

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