Implementation of Pedagogical Design in Preparing the Future Teacher for Innovative Activities

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ABSTRACT

In this article, we will present the results of a study on the implementation of pedagogical design in preparing a future teacher for innovative activity, the features of the development and implementation of a project in education.

Keywords : analysis, research, planning, innovation.

Relevance. In the modern world, rapid changes are taking place in the field of technology, economy, culture and society as a whole. In this regard, today's teachers should have not only performing skills and knowledge, but also competencies that will allow them to successfully organize and conduct innovative activities in education. The implementation of pedagogical design has a peculiar significance in the preparation of future teachers for innovation.

Innovative activity in education is a key factor contributing to the growth of the teacher's professional level and the learnability of students. Pedagogical design is an effective tool for solving educational problems, including the development of innovative activities in schools [6]. The purpose of this work is to study the implementation of pedagogical design in the preparation of a future teacher for innovation.

Methods. In this study, we used methods of observation, questioning and data analysis. A survey was conducted of students-future teachers who study pedagogical design as part of the curriculum. They were interviewed about their understanding of pedagogical design and how it could be used in their future careers.

Results. When using pedagogical design to prepare future teachers for innovation, teachers gain the skills to create new methods that can be used in education. They will also learn how to plan and implement new learning strategies that will be successful in an unpredictable and rapidly changing educational environment.

The development and implementation of a project in education requires several stages. They may include:

1. Analysis of educational needs. At this stage, teachers, students or researchers conduct research to identify the main learning problems that need improvement. This stage can be spent with students from the school, as well as a teacher.

At this stage, teachers, students or researchers conduct research At this stage, information is collected, the opinions of project participants are recognized, needs and problems that need to be solved are identified. It is important to work out all sides of the project, including students, teachers, administration, parents and other stakeholders. Such an analysis allows us to take into account the opinions and needs of all project participants in order to develop a realistic idea of the problems and requirements that need to be solved [1,2]. The analysis is carried out on the basis of techniques and tools that allow you to get reliable information about

the problem and assess its severity.to identify the main learning problems that need improvement. This stage can be spent with students from the school, as well as a teacher.

2. Search for solutions. Using the information received about the problems, teachers and researchers are working on possible solutions and ideas that they can use in the future.

At this stage, specialists, teachers and other project participants analyze the data obtained at the previous stage. Then they determine the optimal solutions to solve the problems and achieve the set goals of the project. It is important to take into account the effectiveness and viability of the solution in specific conditions, as well as to take into account the best practices and ideas from other projects and the experience of other participants [3].

When searching for solutions, it is recommended to use modern methods and technologies, such as thinking design and system analysis methods, in order to take into account not only the problems and goals of the project, but also to assess the relationship between various aspects of the project, such as budget, resources, management and others.

At the stage of finding solutions, project participants can use various technologies and methods, such as SWOT analysis, Cartesian tree, group discussion, brainstorming, prototyping, and others. It is important to remember that it is not always easy to find a solution and you will need to be creative and open to new ideas.

3. Project planning and development. When solutions have been found, it is necessary to plan and develop a project in order to put ideas into action.

The stage of project planning and development is one of the most important stages in the process of pedagogical design. At this stage, project participants develop a detailed plan for the implementation of the project, defining goals, objectives, strategies and tactics, as well as the means, resources and necessary team members to achieve results.

Defining project goals and objectives allows you to better focus on the final result and evaluate the effectiveness of achieving goals in the process of project implementation. It is important that the goals and objectives are specific, measurable, achievable, relevant and timely[4].

At this stage, the project participants should work together, determine control and supervision measures, and compile technical and economic indicators to monitor the effectiveness and success of the project.

4. Project implementation. This stage combines the development of educational materials, trainings, practical classes with students and the implementation of other activities that were developed at the planning stage.

At this stage, the project team interacts to complete the tasks, follow the schedule and solve any problems that may arise.

During this stage, the team regularly monitors its progress using monitoring tools, and also takes corrective measures if necessary. It is important to conduct regular analysis and evaluation of the project to make sure that the project is carried out within the planned boundaries and achieves its goals[7].

Project implementation may include steps such as:

- Conducting training activities and actions defined in the project planning in
- Collection, analysis and use of data and feedback to assess the success of the project.
- Improving the team's work practices, improving the composition and working methods.
- Preparation and presentation of preliminary and final reports on the project.
- Implementation of risk management measures and taking measures to preserve the continuity of business processes.

Project implementation is the most visible stage of the educational design process, which allows the project team to turn it into reality. It is important to monitor the implementation of the plan, regularly monitor and evaluate, and make adjustments to the project if necessary to ensure its successful completion.

5. Project evaluation. At the end of each project, teachers, researchers and students evaluate the results obtained and the solutions developed.

It allows you to determine how effectively the project has achieved its goals and objects, as well as to find out what lessons can be learned

from past experience in order to optimize the results in the future[5].

The evaluation of the project not only allows you to identify the strengths and weaknesses of the project, but also can help improve the quality of educational programs and increase the effectiveness of both current and future projects in this area.

The analysis of the survey results showed that most students understand pedagogical design as a tool for solving problems of educational practice. They believe that using pedagogical design in their future careers will help them create more effective and innovative didactic teaching materials. However, some students believe that pedagogical design can be difficult and time-consuming, which can distract them from learning and other tasks. Nevertheless, most students recognize that pedagogical design is an important component of their preparation for a future career in education.

Discussion. Based on the results of the study, it can be concluded that pedagogical design is an effective and important tool in preparing future teachers for innovation. Implementing this approach can help teachers create more effective and innovative learning materials for the learning process. However, in order to implement successful pedagogical design, it is necessary to know its basics and learn how to apply it in practice. Students should receive a sufficient amount of training in this field to be ready to use pedagogical design in their future careers.

Conclusion. In this article we have considered the implementation of pedagogical design in the preparation of future teachers for innovation. Based on the results of the study, it can be argued that when preparing future teachers for innovation, it is also necessary to pay attention to the development of their skills and abilities to use the latest educational technologies, such as online learning, virtual reality, cloud technologies, and so on. In this context, pedagogical design can help students-future teachers learn how to create innovative teaching materials that will be attractive and effective for a new generation of students.

In general, the application of pedagogical design in the context of preparing future teachers for innovation allows us to create a strong professional culture of teachers who will be able to successfully meet the requirements of modern education and are ready to accept the challenges of the future.

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