DEVELOPMENT OF THE CULTURE OF THE PERSON DESIGNING BY THE MEANS OF COMPUTER TECHNOLOGY

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Abstract. The article highlights the features of the process of development of student's designing culture (student) based on the creative use of computer technology. The role of computer technology and the World Wide Web in the dissemination of information among the subjects is immeasurably high. The effectiveness, information management, education of users of information culture, especially among young people, is deeply concerned about the public and, above all, teaching staff of educational institutions. The process of development student's design culture (student) based on the creative use of quite complex and requires appropriate preparation of the teacher of computer technology. Technology teacher’s pedagogical activities are as follows: organization, direction, reporting, monitoring, analysis and evaluation of the results of activity of pupils (students) and diagnostics (development of long-term plans, the creation of the project of tactics). A serious approach to each of these aspects of the educational activities will allow hitting the target. The essence of organizational and technological process, every aspect of pedagogical activity is revealed in article.

Keywords: computer technology, the creative use of computer technology, a form of learning, a form of activity, the development of design culture of pupils (students), components of pedagogical activity, creative approach.

XXI Century entered the history of humanity as the "information age." Information today is seen in all spheres of life (social, economic, cultural, etc.), Not so much as a means of communication, but also as the purchase and sale of the product. The role of computer technology and the World Wide Web in the dissemination of information among the subjects is immeasurably high. In this connection special importance is the reasonable and purposeful use of the information as well as society as a whole. The effectiveness, information management, education of users of information culture (Tsyo M .N. and Styrkas I. N., 2015), especially among young people, is deeply concerned about the public and, above all, teaching staff of educational institutions. For a positive decision of this problem it is necessary to train the recipients of education "right to communicate" with computer technology. In teaching students the "right to communicate" Teachers should use a variety of teaching forms. To choose the right way, the teacher need to learn the essence of the concepts of "form of training," "form of education," "form of activity."

Form (Arabic: "varmint") – means "view", "image" and is seen as the appearance, condition of the thing, the body, the object, (Madvaliyev A. and Begmatovva E. (ed.), 2008, p. 537). "The form of training" treated as "Organization of the learning process" (Ro'ziyeva D. I. and Usmonboeva M. H., 2012, p. 237). The concept of "form of education" is close to the previous one, but the stand out aspect of education and educational didactic. I. Podlasy focuses on the formulation of "the appearance of a specific process" (Podlasy I. P., 2007). Over the years, the historical development in the various philosophical theories constantly explored questions about the close connection of content and form, the extent of their relationship. It is therefore natural that the form of training and education, teaching and educational goals, objectives and principles are determined based on the content and unity are inseparable. According to I. Podlasy go content indicates that we need to study, educate, form also shows how the ways in which to implement the content. It is understood that the content change entails a change in shape and vice versa. The content of forms, the form also adds content. But the leading role is on the content. You collect the forms of training and education directly related to the educational and didactic principles, which should not only fully comply with the form of training and education, but also to help in achieving the efficiency and the expected results in the pedagogical process. In determining (or selecting) forms of education and training need to be considered: the purpose of training (education), the tasks of (educational and bringing up), their
orientation, age, the number of students; level of training (breeding), experience, tradition, student staff, the location of the educational institution, its technical and material support, regional characteristics, educational and technological equipment of educational institutions, professional skills, experience and qualifications of the teaching staff.

In choosing forms of activity aimed at organizing training – educational process and self-education, the teacher plays an important role. The importance in this process is necessary to correctly understand the meaning of the definition of "form of activity."

The form of activity – the look, the state of the system is integrated action on the part of the social subject. If we take into account that the more important indicators of activity are a conscious, goal orientation, performance (efficiency) and social characteristics, the forms of pedagogical activity should be specific to particular target range of effective methods and means, and certainly the social significance of the results of labor. In light of the above article it is supposed to reveal the essence of the process of obtaining the expected results.

Main sorts of activities were organization, production, services, management and public sphere (learning. Education, assistance) at all stages of development of the society. From these positions estimated educational activities aimed at the development of the individual design culture through the creative use of computer technology. In such educational activities should be reflected didactic and educational aspects. The task of the teacher in this process – to acquaint students with all the (necessary) capability of computer technology, it is enough to give a complete concept, from the perspective of education, form student's creativity and skills of design culture, following the phasing sequence and consistency. The success of the development process of the design culture based on the creative use of computer technology in the modern condition is an urgent task, since its solution helps to meet the social demands of society. (Soy M. N. and Kim Jon Ho, 2013)

The implementation of the tasks associated with the formation of the design culture of students is carried out in several directions (stages)

I. Organization. The activity of students is directly linked to the performance of certain tasks. First of all, the teacher defines didactic or educational problems of the design culture of pupils (students) based on the creative use of computer technology. These problems as mentioned above are determined based on the content.

At the organizational stage of teacher's attention is directed to the following educational activities:

– Clarifying the kinds of computer services, the essence of creativity and the foundations of design culture;
– The proper organization in the methodical plan educational activities, namely: identification of the main target which is to form the students’ design culture with the simultaneous development of creative abilities with the help of computer technology;
– Justification for the content of educational activities is aimed at developing a culture of design students (students). The components of this activity are: basic principles, theoretical and practical ideas, informed choice of effective forms, methods, tools and techniques, the drafting of the didactic process, development of a plan or script of educational activities, tasks of the complex preparation of a didactic or educational nature, analysis and control activities of students, definition criterions assessment;
– Establishment of cooperation between the teacher and students in the educational process (in this case draws attention to when and in what form the cooperation organized practical work and how to implement co-operation of teachers and students);
– Selection of the most effective methods and techniques is organically related to the content of case studies;
– Ensure the practical implementation of the project of the didactic process, plan or script of educational activities (students need to provide guidance, and instruction samples or on drawing up projects, plans, training and educational activities scenarios).

It is important to determine the form in which the teacher organizes its activities in the development of design culture of pupils (students). Studies teaching practice, monitoring the activities of students are convinced that effective forms of proven creative work carried out individually, in a group or collectively, presentation (presentation) projects, exhibitions of creative works. "School of Excellence”.

II. Direction. Every teacher strives to create the necessary conditions in order to develop the design culture of computer technology in the process of learning which the student can develop their
internal capabilities, demonstrated capabilities. It is very important in this case, how much will be psychologically comfortable atmosphere in the team. Therefore, students should be interested in the content and organization of processing in the micro groups where each student can find their place and determined their degree of participation in achieving the objectives in terms of mutual understanding and supporting. This collaboration will help learners (student) to meet their needs and learn, respect themselves. This is the process of comprehensive modernity for achieving of social maturity.

Development of the culture of the person designing by the means of computer technology means students require teacher's individual approach to each student based on his personal qualities, age and psychological characteristics. The teacher should support and respect the views, ideas and thoughts of their students (of course, if they do not contradict to the common sense). And learning activities for teachers of pupils should be offered differentiation (with an index of difficulty), depending on the capabilities and abilities of students. Then, in the classroom, students will not be bored, because their interest is maintained, the confidence, and we can hope for a positive result. In the world of mastering by pupils of knowledge, skills and habits learning activities for students to move forward in its development.

III. Submission of information. We considered the process of cultural development of pupils by means of computer design technology is of particular importance to students of information presentation. This may include the following types of information:

1. The information in the framework of educational material;
2. Information containing information on pedagogical principles;
3. The information about the kinds of computer services, the nature and methods of creativity, the culture of design and development capabilities, related;
4. Information about the person of the pupil (student).

Information used in the teaching activities of the teacher should be appropriate (subject), assist in proper organization of informative activity of pupils and its judicious leadership in the objective evaluation of the results. Information transmitted teacher, used as a means of promoting the acquisition of life experience, mastery of knowledge. Skills and abilities as a source of and a stimulus to the organization and as a way to achieve efficiency.

Depending on the purpose of the teacher information messages can be scientific and theoretical (enrichment of students of consciousness) or practice-methodical (mobilization for action) character. Scientific-theoretical information contains the scientific knowledge on the subject, basic concepts, explanations, comments, in practice-methodical information provides instructions, examples, exercises and training, etc.

IV. Control. When exercising control in the development of the student culture of design (student) teacher should not adhere to an authoritarian approach. On the contrary, the teacher mainly observes the correct execution of the job, if it finds an error, it will try to help correct it, if necessary, provides practice-methodical council, said right or wrong decision. It should be stressed that this process reduces the teacher's role is not so much to control how to create the possibility of practical realization of the project, or other tasks. For the indirect control (that is, not through the teacher), you can use the capabilities of individual objects and subjects. As the "control means" may act as computer technology, special sheets, technological cards, punch cards (the object) and the student (the student), the band, the band (the subject).

In the course of teaching the teacher keeps monitoring the following aspects of the field of view:
1. Compliance with the selected object of the importance of activity of the given task (for example, to prepare students to work in small groups or collective, creative projects, preparedness for creative (design) work).
2. Ability to obtain optimal tracking progress (selection of educational tests using a computer).
3. The selection criteria and indicators to monitor (for example: a careful study of disciple (student) of educational content and educational tasks; extension of their own ideas or solutions when discussing the tasks in small groups; the implementation of a specific part of a pupil at the job working together in a group or team to establish relations collaboration with other students; providing help to the group mates; the manifestation of a particular activity in the course of solving the task, laying the responsibility on himself in a speech with information about the solution of the problem, etc.).
4. Selection of students who require special attention in the process of pedagogical supervision.
5. Prediction of possible errors on the part of students, and remedial action.
6. Before fixingthe results of the direct control.
V. Analysis of the results and evaluation of students' activities (students).

The teacher should pay serious attention to the analysis performed by the students work in the development of their culture design detail to familiarize the students with the state of the implementation of educational tasks. Successful solutions jobs indicate that achieving the teacher intends purpose, the effectiveness of its educational activities. The effectiveness of the process of development of design culture is manifested in the following:

1) in terms of mastering the students of knowledge, skills and habits;
2) in the level of social maturity of the disciple (student);
3) the correct teaching of the parties pedagogical activity, the effective organization of the bottom of the process;
4) in the professional skill of the teacher;
5) in the implementation of important social demand for education harmonious development of man.

VI. Diagnostics (development long-term plan, the creation of a tactical project). In recent years attention in the field of training and education on the pedagogical forecasting processes is drawn. Their condition, steady trends provide an opportunity to determine the long-term objectives. Pedagogical diagnostics means the study, assessment, orientation and correction (time) student activities, teacher or head of an educational institution at the level of the process or situation (Pudochkina T. C.).

Prognostics pedagogical process developing the culture of the person designing by the means of computer technology includes educatably informed pupils about the services of computer technology, the nature and types of creative approaches; culture, design and development of appropriate skills through the organization of creative works, projects, preparation of presentations. This continuity must be maintained and the relationship between the status quo and prospect. Teachers in this process may rely on the work and methodology for pedagogical diagnostics: "Diagnosis of the level of educational attainment" "Diagnosing the nearest and distant development zones" (P. I. Tretyakov), "Diagnosis of a system of knowledge assimilation level", "Diagnosis of the level preparing students for a teaching text materials" (G. A. Russky, T.C.Pudochkina).

Using the principles of pedagogical diagnostics and leading ideas set out in these benefits make possibility to create the author's projects and techniques.

Thus, the process of development student's design culture (student) based on the creative use of quite complex and requires appropriate preparation of the teacher of computer technology. Technology teacher's pedagogical activity – For the process to be effective, the organization needs to be paid attention to. They are as follows: organization, direction, reporting, monitoring, analysis and evaluation of the results of activity of pupils (students) and diagnostics (development of long-term plans, the creation of the project of tactics). A serious approach to each of these aspects of the educational activities will allow hitting the target.

References