PEDAGOGICAL DESIGN OF PREPARING STUDENTS FOR PROFESSIONAL ACTIVITY IN A DIGITAL EDUCATIONAL ENVIRONMENT

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The term "planning" entered pedagogy from the field of technology and means planning. The need to design the pedagogical process depends on the complexity of the educational content. Features of the task of practical training in the higher education system based on the cooperation of students' education in production enterprises: development of practices according to the curriculum of the higher education system at the enterprise, cooperation includes several disciplines, includes the choice of students, students are engaged in real (work) issues , such as students receiving help and support from different sources, assessment being drawn from multiple sources (output) involving students themselves.

According to M.B.Urazova, the use of the design method in education serves to organize the educational process of future specialists, to develop the thinking of students, and to know in advance the results that will be achieved during the lesson. As a result, the quality and efficiency of teaching increases, the professional competence of students is formed. Looking at pedagogical design as a stage of creating innovative pedagogical projects, researchers work based on the following ideas: pedagogical design serves to better prepare innovations introduced into the educational process; Pedagogical design is a controlled process, the basis of which is the creativity of the pedagogue, a system with a complex internal structure; Pedagogical design has a variable character and implies feedback between the designed object and the pedagogue through experimental actions; the external environment has a great influence on the effectiveness of pedagogical design, etc.

Innovative methods and methods of pedagogical and educational activity, pedagogical technologies, new type of educational institutions, etc. can be considered as objects of pedagogical design. The main basis of the methodology of design activity is the design technology, its logic and gradation. When pedagogical design is researched, the basis of its scientific context is the formation of the following categories and concepts: "project", "design" and their derivatives. Currently, the concept of "design" is interpreted as "an activity that implements the idea of what should be as compact as possible." In this case, a reasonable and clear vision of the future state of something; it is important to have guidelines for the need to constantly strive for the reality of the future. According to the general definition of design, pedagogical design can be understood as an activity as follows: practically oriented activity aimed at developing new educational systems and types of pedagogical activities that do not exist in practice; scientific and practical direction of pedagogy and organized practical activities aimed at solving issues related to the development, change, improvement of modern educational systems and eliminating existing contradictions.

The central concept necessary for a comprehensive analysis of pedagogical design is "project". At the philosophical level, the project is viewed from the point of view of the end of a spiritual-transformative activity. At the operational level, the project is understood as a goal and a result of planning.

In the dictionary of pedagogical terms, the pedagogical project is interpreted as follows: "a complex of interrelated activities aimed at making the pedagogical system within a given period of time, on the basis of an established budget, set specific requirements for the quality of results and have a unique organizational structure; to develop the system and structure of the pedagogue's actions, determining the role and place of each action, the time

of these actions, their participants and the necessary conditions for the effectiveness of the system of all actions to solve a concrete pedagogical issue. In the scientific and methodical literature, in addition to the concepts of "design" and "project", one can find various modified terminology defining the context of pedagogical design. It is the diversity of the meanings of concepts that requires a particularly precise approach to the choice of terminology used by the project participants in expressing their activities.

Design activities are closely related to the concepts of "prognosis", "diagnostics", "correction", "construction" and "modeling". It can be seen that designing has many aspects characteristic of other types of intellectual activities, which, in turn, allows us to use their methods optimally for the realization of project goals.

By entering the project, the subject will have the opportunity to look at the environment from a different point of view, the activity of research will increase and he will feel a real interest in reality. Creative imagination and critical observation develop in it. In addition, the participants of the project are required to have will and ambition, independence and responsibility, and internal discipline. It will be difficult to go through all the steps involved in the design logic. For each participant of the design activity, it is necessary to act in cooperation with other persons, which serves to form a communicative culture.

Designing in education is a purposeful educational activity organized by the teacher, which ensures the student's independent action, starting with the search for a problem, planning and organizing activities to solve it, and presenting the solution method (intellectual or material product) for public evaluation. Designing is focused on the interactive process between industry and various institutions, real society problems. In this process, there is an opportunity to connect education with life, nature, production. The design method can be used as a planned learning exercise to solve a real-life problem. It is designed for active, goal-oriented learners under the guidance of a teacher. Also, the design method can be used only when students' life activities and educational activities are connected. It creates a sense of interest and provides the necessary motivation for the learner. A work project involving the planning and execution of work in a team can substitute for hands-on experience.

Projects can be given as follows. This includes: projects that involve planning and preparation; designed to improve educational processes. Adoption of modern methods and improved technology through their implementation - aimed at achieving high results and increasing labor efficiency; researching a new approach, method or technology.

Such projects solve pedagogical problems: prevention of negative changes in the educational process; some projects focus on the production of a prototype of modern education, taking into account all aspects from start to finish.

Stages of project selection: problem setting; determination of goals and tasks aimed at solving the problem; proposal of alternative decisions; selection of the best decision; perform detailed design taking into account costs; preparation and assembly of components; testing and evaluation to find a solution to the initially accepted task; preparing a project report.

In project planning, the student selects a project that meets the learning objectives and then develops a project plan. This plan includes: a picture or sketch of the project; available information sources; equipment, materials necessary for project implementation; technological map of project execution; project evaluation criteria.

Teacher's role. The teacher-student relationship is collaborative and informal, unlike the normal classroom teaching process, which allows students to freely choose projects according to their abilities. The teacher is required to act as a leader throughout the project and guide students to complete the project and encourage them to think independently.

Table 1
Participants in the implementation of corporate cooperation (stakeholders)

Participants of the corporate cooperation	The role of the participants
State, society	Presentation of the position of state bodies in the process of corporate cooperation (qualification requirements); Fulfilling the role of a customer for the preparation of highly qualified, competitive students of higher education institutions
Higher educational institution	setting goals (in the "science-education-production" format); establishment and implementation of corporate cooperation; strengthening the positions of all participants (parties, stakeholders)
Students	fulfillment of qualification requirements, professional education standards in the field of education; active participation in production practices; self-development, self-improvement, self-determination in the field of professional education
Employers	present the position of the modern labor market; formation of employers' proposals; preparation of academic and scientific proposals and recommendations; active participation in the process of corporate cooperation

In the model of pedagogical design of corporate cooperation processes in education in the environment of digital technologies, the stages of formation of a digital educational environment (organizational preparation, meaningful activity, result evaluation) were determined, pedagogical conditions were analyzed (didactic principles of preparing students for professional activity in a digital educational environment, dynamics of thinking, acquired knowledge, boundaries of stage theories, contextual facilitation, practice, feedback, self-control, creativity, motivation, learning goals, teacher expectations, goal setting, social contexts, classroom behavior, expectations and support, formative and summative assessment, assessment development, assessment assessment), implementation procedures (understanding the nature of the digital educational environment, development and implementation of digital educational resources, open educational programs in education, academic information systems, www.ajou.ais.uz, Smart technology) methods have mainly an activating and developmental description, and include the use of innovative methods in addition to the traditionally used ones, including directing students to develop modern methods of working with information materials.

The component of pedagogical design of corporate cooperation processes of the model is reflected in the framework of pedagogical analysis, the essence of which is the improvement of the methodological matrix of educational subjects based on the analysis of educational programs and the requirements of the production organization.

As an important component of corporate cooperation, participation in self-management structures aimed at forming students' critical thinking, creativity, leadership skills, responsibility, initiative, communication skills, entrepreneurship, risk tolerance is determined.

In our opinion, pedagogical design of corporate cooperation processes in education in the environment of digital technologies is a set of software, information-technical, educational-methodical systems that provide higher education institutions and production organizations with a specific goal-oriented educational process.

According to the goals of designing pedagogical processes, digital resources must meet the following principles: the principle of quantization (separation of educational materials into modules of minimal size, closed by content), the principle of completeness (covering the main content of educational materials, the principle of visuality (modules maintaining a certain ratio of text and visual materials consists of a collection of illustrations and frames), the principle of free management (students should have the opportunity to independently manage the exchange of frames, display the necessary materials at any time and independently test their knowledge by completing control tasks), the principle of flexibility (ensure adaptation to the needs of a specific user during the educational process, changing the complexity and depth of the studied material, its practical orientation, based on the needs of the user, additional illusion should have the ability to form trative materials), the principle of computer support (the student should have computer support at any time in order to focus on the essence of educational materials).

We examined the impact of learning management systems (LMS) on successful online learning, including the interactive and learning structures supported by different LMSs, on student satisfaction and engagement in online courses. The Blackboard and Moodle solutions were scientifically and methodically analyzed for three case studies (according to the characteristics of communication tools, productivity tools, and student engagement tools). From these comparisons, we can see important criteria when choosing Blackboard or Moodle as a learning management system. Our review is based on a comparison of three documents, Blackboard and Moodle, in terms of communication tools, productivity tools, and student engagement tools. Based on the analysis, the authorship http://ais.ajou.uz/ platform (academic information system) was created and put into practice.

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