

MODERN METHODS OF DEVELOPING DESIGN ACTIVITIES IN A DIGITAL EDUCATION ENVIRONMENT**Satvoldiyeva Malaxatxon A'zamjanovna**

Independent Researcher, Bukhara State University

sotvoldiyeva1980@gmail.com

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Abstract: The article discusses the content of developing design activities in training future specialists by utilizing educational methods during practical training, emphasizing the convenience of individual and group work. The application of modern teaching technologies and new pedagogical methods in the educational process is analyzed. The essence of fostering independent logical reasoning and new approaches to learning is revealed. The article highlights the possibilities of effectively using the **FSMU**, **Case-study**, **STEM**, and the newly introduced **KIVI** (experimental) methods to activate learner thinking.

Keywords: Technology, strategy, method, object, constructive, modeling, design, project.

Аннотация: В статье изложено содержание развития дизайнерской деятельности при подготовке будущих специалистов с применением образовательных методов в процессах практического обучения, удобства индивидуальной и групповой работы. Проанализировано применение современных технологий обучения в учебном процессе по новым методикам. Обучающийся самостоятельно логически рассуждает, раскрываются сущности нового понимания и нового подхода к методу. FSMU, Case-stady, STEM и новый эксперимент, направленный на активизацию мышления обучающегося, освещают возможность эффективного использования методов киви, представленных для тестирования, в образовательном процессе

Ключевые слова: Технология, стратегия, метод, объект, конструктив, моделирование, дизайн, проект

INTRODUCTION

Comprehensive development of our country and the creation of a "New Uzbekistan" necessitate radical reforms in the education system. Significant decrees, resolutions, and programs have been adopted to prioritize education within the framework of the New Uzbekistan Development Strategy. As President Shavkat Mirziyoyev noted, "The cornerstone of development, the power of a country, and the force that makes a nation great is science and education."

The goal is to shape the students of New Uzbekistan into individuals with modern skills, mastery of information technology, creative thinking, and the ability to make independent decisions. To achieve this, higher education programs and teaching methodologies are being fundamentally revised. Following the Decree of the President (PF-5847, October 8, 2019), the focus shifted toward modernizing higher education and preparing highly qualified personnel capable of meeting global standards. Working with the new "digital generation" requires high technological knowledge and innovative pedagogical potential from modern teachers.

LITERATURE REVIEW

The article references key pedagogical frameworks:

- **"Educational Methods" (O.U. Avlayev et al.):** Explores the use of modern training, individual, pair, and small group work in the educational system.

- **"Modern Interactive Methods in Organizing Education" (O.Kh. Mukhammedov et al.):** Focuses on the application of interactive strategies and the conditions required for their development during lessons.

- **"Interactive Educational Technologies and Strategies" (B.Kh. Khodjayev):** Provides knowledge on the classification, fields of application, and design rules of interactive educational technologies.

METHODOLOGY

This study utilizes modern methods to develop design activities during practical sessions for students in **Technology Education**. The research analyzes various interactive methods and provides a detailed application of the innovative **"KIVI"** method, introduced for experimental testing in the garment design process.

INTERACTIVE METHODS IN DESIGN EDUCATION

Design activities in technological education are conducted through modern interactive strategies. Problem-based learning plays a vital role in developing creative thinking and independence.

Technological education integrates mathematics, drafting, and physics. When teaching garment design, educators use a variety of graphical organizers and methods:

- **Warm-up/Review:** "Cinquin," "Reverse Test," "Brainwheel."
- **New Topic:** "Insert," "Pinboard," "Boomerang."
- **Consolidation:** "Venn Diagram," "Fishbone," "Lotus Flower," "T-Chart."
- **Homework:** "FSMU," "Cluster," "KWL."

1. The FSMU Method

This method (Opinion, Reason, Example, Summary) is used to resolve controversial issues or analyze a topic after it has been studied.

- **(F) State your opinion:** The student expresses a design idea.
- **(S) State a reason:** Explains why a specific modification was made to a garment construction.
- **(M) Give an example:** Provides evidence or a visual demonstration of the modification.
- **(U) Summarize:** Concludes the findings.

2. The Case-Study Method

In design technology, students study "real-life" cases related to garment construction and modeling. By analyzing design flaws or exploring ways to improve the aesthetic and hygienic requirements of a product, students apply creative problem-solving.

3. STEM Education

STEM (Science, Technology, Engineering, Mathematics) is a modern approach that integrates these four disciplines into a single learning paradigm.

- **Engineering:** Students develop problem-solving skills to create new projects.
- **Mathematics:** Used for data analysis and correcting construction errors in drafting.
- **Technology:** Adapts students to digital tools and garment CAD systems.

THE "KIVI" METHOD TECHNOLOGY

The **KIVI** method is an innovative approach proposed to foster independent design thinking.

- **K – Konstruksiya (Construction):** The structural basis of the design.
- **I – Ideya (Idea):** The creative goal or vision.
- **V – Vozmojnost (Opportunity/Possibility):** The conditions and tools to realize the idea.
- **I – Individualniy (Individual):** Independent existence and personal execution.

Application in Practice:

1. **Teacher's Activity:** Presents a basic dress construction via an electronic board using the SNSHP method.

2. **Student's Activity:** Uses a mobile application to modify the construction based on their own "Idea."

3. **Result:** Students create several garment styles in a short time.

4. **Assessment:** The work is saved in the app, allowing for group discussion and peer correction.

Table 1: Comparative Description of Learning Forms via the KIVI Method

Form of Education	Advantages	Disadvantages
Group (Frontal)	Accuracy and orderliness; the teacher works with everyone simultaneously; ideas are saved and discussed as a group.	Mass-oriented; lacks individual focus; teacher is the primary object of instruction.
Small Group	Mutual control and help; experiences complement each other; results are achieved faster than in solo work.	Requires significant teacher preparation; grading may not always reflect individual contribution.
Individual	High level of independence; tailored to the student's speed and ability; maximum personal development.	Extremely labor-intensive for the teacher to develop and monitor unique tasks.

CONCLUSION

Developing the design activities of future specialists in a digital education environment is a priority for modern pedagogy. Integrating interactive methods like **FSMU**, **Case-study**, and **STEM** significantly enhances students' creative and logical thinking. Specifically, the proposed **KIVI** method demonstrates that digital technologies (mobile apps, electronic boards) allow for high-quality results in garment modeling within short timeframes. Using these modern methods in design lessons ensures that future professionals meet global standards of competence.

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