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# Methods of Developing Students' Knowledge of Art-Design

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**Abstract:** As a result of studying special basic knowledge of design, students develop creativity. In the course of education, knowledge belonging to the national culture of the Uzbek people is presented to students in a systematic way. Creativity in design requires relative independence. This independence is manifested through clearly implemented functions. Creative independence is manifested in connection with the field of professional activity and the field of personal interests.

**Keywords:** design, education, material, pedagogue, method, function.

The following creative methods are used in the development of educational materials related to design:

- **hyperbolizing method.** In this, the components of design projects are enlarged.
- **minimization method.** The use of minimization is important in the training of future designer-pedagogues. Using this method, the components of clothes are reduced and their patterns are created.
- **perforation.** Perforation, i.e. the testing method, is also important in the development of professional knowledge of future designer pedagogues. In this, the designer pedagogue makes a dress model from different materials and tests it.
- **Imitation.** Imitation is also an important function in dress design does. In this case, the drawings are copied exactly, and the designer illuminates them with the help of his imagination.
- **beyond project design.** It involves making various changes to the project, enriching the project with accessories and personal fantasy.
- **historical parallels.** In this, future designers create historical views of clothes. They add their own fantasies to them. In design, it is considered as a classic style. Such models require special attention and diligent work from future designer teachers.

It is also important to identify the components of students' creative thinking and to use its results as creative technologies in the educational process. The use of technologies that serve to realize new ideas of students in the educational process not only accelerates the educational process, but also serves to develop the professional competences of students. Productivity of professional knowledge increases when students use specific methods and technologies in the process of their creative activity. This allows future teachers of technology to acquire the competence of effective organization of the educational process.

When developing the content of the art design course, special attention is paid to its ease of

assimilation by students. Future designer-pedagogues are recommended to use the most effective and convenient methods for presenting knowledge. Today, one of the requirements for students is to master the presented knowledge and apply it in pedagogical practice. A number of methods are used in the process of professional training of designer-pedagogues. They consist of:

1. **Attracting students' attention.** In this way, motivation is created in future designer-pedagogues to acquire knowledge in this direction. In addition, they are interested in certain topics and methods of design.
2. **Explaining to students the goals and tasks of the educational process aimed at forming the design activity of future teachers.** In this direction, the results expected from the process, the answers given to the questions are thoroughly analyzed by professors and teachers.
3. **Presenting new educational material to future designer-pedagogues.** Introducing students to new learning material is the most difficult part of the learning process. educational materials embodying any new knowledge have a unique effect on the psyche of a person. This indicates the need to reflect on a certain part of the educational material in advance. This requires future designer-pedagogues to convey certain components of educational materials using the most convenient methods and forms and to understand its important aspects.
4. **Organization and management of the educational process.** In essence, this kind of leadership of designer-pedagogue activity helps students retain the acquired knowledge in their memories for a long time.
5. **Future designer**-preparing the acquired knowledge of pedagogues for the process of practical application. For this, conditions are created for them to put new knowledge into practice using convenient methods. For this, the knowledge acquired by the students ensures the accuracy and quality of the samples of creativity presented by them.
6. **Future designer**-using the feedback method in order to provide new knowledge to pedagogues and ensure their effective application. In this process, favorable opportunities are created to evaluate the selected teaching method and its effectiveness. That is why it is advisable to consider the implementation of strong feedback when developing the course content. To do this, professors and teachers should clearly consider the capabilities of all students in the group.
7. **Future designer**-formative evaluation of the results of professional and creative activities of pedagogues. The effectiveness of mastering the knowledge acquired within the training course is determined, and the results of the personal and professional activity of the future designer-pedagogues are evaluated according to the product of creative activity created by them.
8. **Transition of students from the process of acquiring knowledge to the process of practical activity.** This creates a creative environment necessary for future designer-pedagogues to creatively acquire professional knowledge and apply it to practical activities. Future designer-pedagogues will be able to apply their acquired practical knowledge in new conditions. Assignments given to students allow to determine whether they have thoroughly mastered the content of the course.

The content of the pedagogical design course is important in the preparation of future teachers. In this, attention is paid to the gradual presentation, style, and presentation of educational materials that are convenient for future teachers to master. It should be noted that the design knowledge provided to future teachers has several levels. This knowledge is presented to future teachers as an ergonomic teaching model on the one hand, and as an active teaching model on the other hand. On the other hand, it fails as a model that provides quality educational opportunities and resources. this level of pedagogical design implies the implementation of logical tasks in the process of group activity of students. In this process, a strict approach is

applied to the products and objects that are developed. And the educational process is manifested at a stable level consisting of structural elements. In this place, attention is paid to the selection based on the methodology and principles of providing design knowledge to future teachers.

The content of the design course has a special impact on the development of the future teacher's professional activity in the process of mastering the knowledge included in it. If the content of a design course is systematic in nature, knowledge is presented in a hierarchical fashion. If the design course is presented as a constructor, each model is presented to the students individually and serves to enrich their design knowledge. Today, one of the most important issues is the presentation of pedagogical design knowledge as a module and the wide application of computer technologies in this process. Pedagogical design technology is unique and is determined by the needs of future teachers and teaching goals. Within the pedagogical design course, there is an opportunity to rapidly provide knowledge and information to future teachers. For this, the design focuses on the quality of the products created by the pedagogues and the way they are created in accordance with the educational goals. This, in turn, helps to ensure that design activities are carried out in a planned, purposeful manner. In this process, the tasks of the future pedagogue-designer are assumed to be extensive as follows. They are:

- analysis of the needs of all students in the group;
- determining their competencies and educational process results;
- clarifying the goals and objectives of mastering educational materials;
- analysis and composition of materials in relation to the purpose;
- determining the goals and objectives of educational work;
- identifying specific style-related aspects and design course styles;
- development of control materials;
- provide specific components to group members using compatible tools;
- enriching the content of the training course with the help of necessary materials in the process of providing design knowledge;
- on the prospective development of future teachers' knowledge sure development of recommendations.

Educational effectiveness increases when design knowledge is presented to students in a clear, consistent manner. In the process of solving professional tasks, it is necessary to form the skills of finding solutions to problematic situations in future teachers. Students are required to have independent self-awareness, independent self-management and reflection, flexibility and versatility of thinking, the ability to rapidly adapt to the conditions of information flows, adapt to market needs, and direct their knowledge interests towards the set goal. , professional motivation, initiative, action algorithms and ways to solve tasks are required.

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