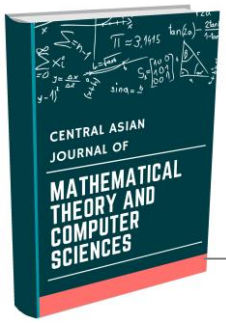

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The Current State of Design and Development Challenges and Special Activities in the E-Learning Environment

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Abstract:

The main form of the project method implementation is based on some idea that reflects the essence of the project, its pragmatic orientation, focusing on a clear result that can be seen, understood, produced and applied in practice.

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The individual training trajectory of the prospective specialist should be structured according to personal and professional development strategy, which includes basic training that allows the specialist to work with intelligent systems, form project qualities and personal abilities. the specialist must master information technology for the design and programming of objects, such as society, industry, social and cultural activities, special technologies that determine the professional qualifications of the specialist. [152].

Higher education should train a specialist who can adapt to the conditions of innovative changes in the field of information.The community will search for new technologies to implement its ideas, if necessary.

Analysis of the scientific literature on this issue allows us to conclude that the task of training highly qualified specialists should be solved through the use of new pedagogical technologies and methods that ensure a qualitative change of personality level at all stages of the educational process. Thus, V.V. in his works. Annenkova, E.N. Balykina, I.A. Zimney, A.V. Samokhvalova et al. Indicate different ways of shaping the professional qualities and characteristics of future professionals: for example, the introduction of innovative technologies in the practice of higher education, such as a project method that provides a high level of professional significance. powers of students [9, 16, 72, 164, etc.].

The content and types of design that emerge in the field of “project method”, “educational project”, teaching, pedagogical and engineering activities.

Today, the study of the project, in particular the project method, is carried out from different perspectives. As part of the project specialist activities, V.S. Avanesov, V.P. Besalko, A.A. Verbitsky et al.Designing as a special mechanism of education management A.M. Novikova, E.V. Sergeeva et al [1, 22, 31, 132, 167, etc.].

It should be noted that the analysis of pedagogical, methodological and technical literature allows us to conclude that the study of design problems is carried out only from a general pedagogical point of view (excluding the rich potential of technical design theories). or there is a mechanical transfer of forms and methods from non-traditional areas of design (meomorphic, technical, etc.) to the field of education.The methodological foundations of the project in education were developed by G.N. Ilyina,

V.I. Slobodchikova, G.P. Shchedrovitsky et al [78, 171, 199]; The main methods of using project activities to organize the learning process V.V. Guzeev, N.Yu. Paxomova, E.S. Polat et al [52, 143, 147]; A.O.'s research. Zotkina, G.N. Prozumentova, T.V. Stetsyuk et al [75, 153, 178].

Taking responsibility for the consequences of other types of social practices and, consequently, ongoing educational initiatives. Thus, there is a contradiction between the understanding of the vital importance of the project in education and the insufficient development of the conceptual framework of project teaching for future professionals in professional pedagogy.

The need to address the problems of project activities in modern higher education practice requires a specification of this approach, which can be defined as pedagogical in the practical field and social in its consequences. The socio-pedagogical project can be implemented at any level of the education system.

Modern researchers recognize and use design opportunities to change the education system, to develop students 'personal qualities, and to shape competencies as a result of learning. The project activities will create conditions for the development of the education system.

In the context of socio-economic innovation, design is the process of creating new products designed to improve the quality of a particular operating system, seen as a cultural form of innovative life.

- We would like to emphasize the importance of organizing project activities for future engineering professionals.
- The role of engineering and design activities in modern society is growing, which allows the practical application of the latest scientific knowledge and increases the effectiveness of the application of scientific and practical research.
- Today, many technical universities graduate specialists - engineers of different profiles for different areas of production. The development of the professional competencies of modern engineers involves expanding the essence, capabilities and boundaries of their specialization in terms of understanding the engineering activity in general, its trends, goals and objectives.
- To study his design activities for the specialty of engineer, it is necessary to take into account the features of teaching him at the university, the technology of forming their skills in accordance with the professional federal state educational standard.
- The professional standard defines the requirements for an integral set of general cultural and professional competencies.
- For example, in a broad intellectual and development plan, the future engineer must master the basics and technologies of project activities in his future specialty, the specifics of its organization in the information environment:

The choice of project theme is related to the development and implementation of the project style, and the history of its creation allows us to draw conclusions by pointing to the design and application of this style.

The learning process almost always occurs due to radical changes in the socio-economic life of society [134].

The project method has a long history. It appeared in the United States in the second half of the 19th century and was founded by the American idealist philosopher John Dew. D. Devi sought ways to acquire knowledge that matched the cognitive nature of the children presented in the concept developed, taking into account the natural approach to knowledge development, from the acceptance of knowledge as a flexible experience of humanity. aimed at changing the environment. According to the John Dew concept, the project method serves as a means of transforming education and is a product of changing socio-economic relations, as well as events in industry and trade [57].

Devi's ideas were developed by American teacher V.H. Kilpatrick [85]. Some of the ideas of the latter have not lost their relevance in our time, for example, the idea of increasing the effectiveness of education through previously independently planned interest activities.

In the early twentieth century, the "project method" was also adopted in Russia. The application of the project method in Russia is explained by its ability

to influence socio-economic changes through the participation of the education system in the social and industrial life of the state [173]. The main results of the application of the project method were: adaptation of students to systematic work; taking into account all the conditions in planning, overcoming all difficulties; the ability to test oneself in the work process and adjust activities and results. The guiding principle of the "Learning by Practice" project method has made it popular in the education and vocational training of peasant and working youth.

The abandonment of the project method occurred in 1927. The formal reason was the decline of the theoretical component of education and the systematic nature of knowledge. However, our opinion is different: the use of this method contributed to the development of an active person who could analyze and organize their activities independently, and such people could pose a known threat to the Soviet state.

Significant socio-economic changes are taking place in modern Russia, and education has traditionally reflected these trends. These changes helped the project style return to local education in the 1990s. Socio-economic changes have led to the opening of experimental, authorial schools, the design of new forms of education. Design is considered not only as a didactic tool, but also as a separate area of pedagogical activity, which is formed in the concept of pedagogical innovation [196].

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