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## PREPARING STUDENTS FOR DESIGNING EDUCATIONAL SITUATIONS

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### ABSTRACT

This article examines the organizational and methodological aspects of preparing students for teaching, specifically, preparing them to design learning situations important for independent teaching. The article also identifies the types, forms, and methods of learning situations, as well as the principles for creating successful situations.

**Keywords:** Learning situation, designing learning situations, types of learning situations, forms of learning situations, successful situations.

### Introduction

Innovative programs and projects are being developed at leading universities of our republic aimed at improving the mechanisms for preparing students for pedagogical activity. Modern models of pedagogical preparation in these programs and projects are significant in that they are aimed at training pedagogical personnel in line with consumer requirements in the labor market. Studies by scientists from our republic and foreign countries have emphasized that teaching students to design educational situations and create success situations in preparation for pedagogical work in university education is an important factor in forming pedagogical and psychological competence aimed at fulfilling professional and pedagogical tasks.

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Resolving educational situations is a process that requires pedagogical competence from the teacher, and in this case, the teacher has an important task, namely, to determine all aspects of the activity with the students, distribute tasks, or plan how to do it rather than what to do in an educational situation.

In pedagogical literature, the concept of "educational situation" is interpreted as follows: an educational situation is an activity between a teacher and a student in the pedagogical process, which is aimed at systematically and systematically influencing the individual in order to improve the student in accordance with a specific goal, and at forming social consciousness and behavior in him.

The educational situation is a set of educational obligations in the interaction and relationship between teachers and students, which require the participants in the pedagogical process to act correctly and make appropriate decisions.

Therefore, an educational situation is a situation that systematically influences learners in the pedagogical process and aims to shape social consciousness and behavior.

Designing educational situations includes a whole process, that is, a process from goal to result. If a project in a broad sense means the development of a certain object, behavior, situation, then designing is the creation of a model of activity, the selection of methods and means for a given period of time under existing conditions, the separation of stages of achieving the goal, the formulation of separate tasks for them.

The teacher is also required to know the stages of designing educational situations (goal determination; planning; organization; implementation; evaluation of the result) and the content, goals, and directions of the educational process when designing educational situations.

The teacher must be well-versed in the design elements of educational situations, namely the purpose of educational influence, the object of educational influence, the subject of educational influence, types, forms, and success situations, and must act purposefully in resolving educational situations.

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In particular, the types of educational situations:

1. According to the degree of manifestation: passive situation (only the teacher's actions), active situation (joint actions of the teacher and students).
2. According to the duration: short-term (minutes, hours, days), long-term (several months).
3. According to the participants of the situation: student-teacher; student-teachers; students-teachers; student-teacher-third parties.
4. According to the form of interaction: cooperation, confrontation (conflict situation).
5. According to the nature of the student's actions in various situations: necessary and mandatory situations; choice situations; free choice situations; random situations.

Forms of educational situations: motivating situations; success situations; problematic learning situations; communication situations; conflict situations; critical situations; mutual assistance situations; game situations, etc.

A success situation is a situation in which a team or an individual achieves a positive result in an activity based on a specific goal. From a psychological point of view, success is considered the main source of experiencing a state of joy, overcoming difficulties, and arousing interest and desire to learn.

When creating success situations, the teacher creates the following:

- as a result of a success situation, the student increases his interest in learning and knowledge, allows him to feel satisfaction with his educational activities;
- encourages him to achieve high results in his activities;
- helps to correct the student's lack of self-confidence, self-assessment, and anxiety and excitement;
- develops activity, creativity, and initiative;
- creates a positive psychological environment in the group.

Stages of development of success situations:

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- motivational stage, the stage of receiving instructions for the upcoming work or activity. In this case, the teacher sets himself the task of forming in the student the desire to successfully complete the educational task, as well as the ability to overcome difficulties encountered in the work process;

- organizational stage, at this stage the teacher gives a task taking into account the individual characteristics of the student. Initially, a task is given that the student can cope with, after the student feels satisfaction and joy from his work, a more complex task is given.

- resultative stage, at this stage the result is obtained, analyzed, and what to take into account in the next task is determined.

In conclusion, it is important to properly implement the process of preparing students for pedagogical activity in an organizational and methodological way, to set the right goals in their future independent pedagogical activity, to design educational situations and to provide success situations in solving the set tasks and achieving the quality of education.

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