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Relevance of Application of Educational Engineering Based on Designing New Educational Systems

Dr. Ajay Krishna Tiwari¹

¹Academics and Research Guides.

Abstract

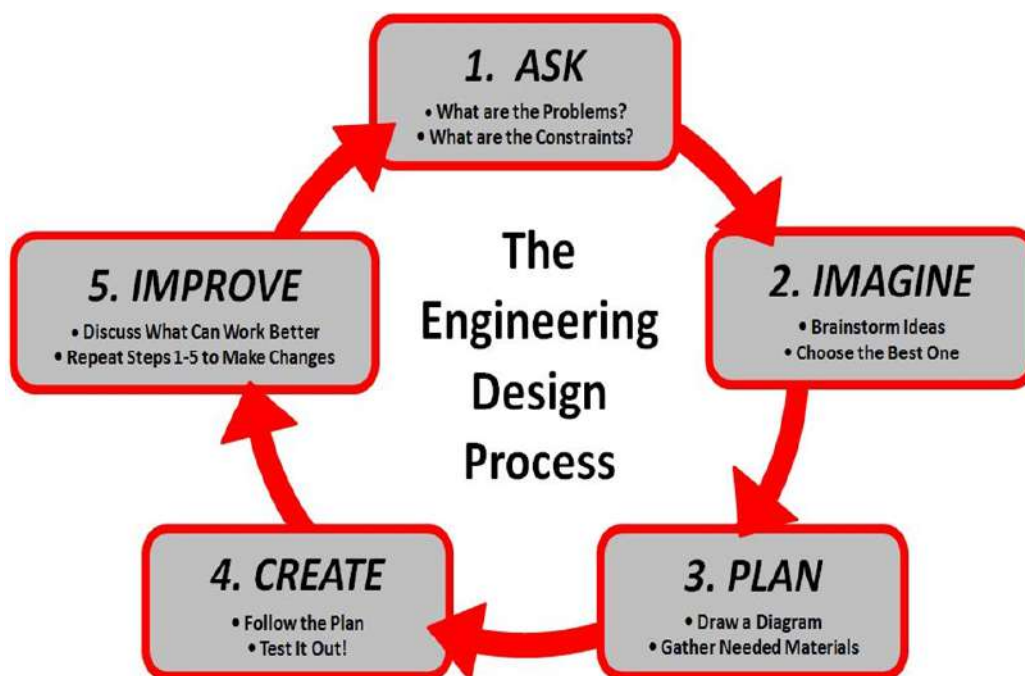
Confirming the urgency of the problem identified in the title of this research article, first of all, let us proceed from the understanding of educational engineering. Providing commercial consultancy services on a commercial basis as a field is therefore considered as an educational engineering for such services. Issues related to processing activities, construction of industrial facilities, infrastructure etc. Thus, engineering demands appear as socially significant branches of educational activity, not less in educational demand in modern conditions, but mastered as a phenomenon, the field of educational engineering, which in principle is understood as a result of artificial. The intersection of academic esotericism related to such branches of modern knowledge as the application of scientific and technological (engineering), educational (academic) and managerial (managerial) appears as a construct. Therefore, the essence and content of educational engineering is determined by both considering the origins of its occurrence. So, it turns out that educational engineering is a subject of research within the problem area of our article.

Keywords: New Educational Systems, Educational Engineering, Commercial, Consultancy, Vocational Foundations, Scientific and Technical.



Introduction

Therefore, as a result, the process of educational engineering will be subject to educational technocracy. As a tool of techno chaotization, we consider the pattern methodology chosen by us through its logical structure, which considers the specifics of the industry. The engineering approach conceptually corresponds to the structure developed by us for innovative educational systems. Design of. The purpose of the article is thus to justify the possibility of the application of technology to design innovative educational systems based on clarifying the essence of the pattern methodology as a tool that tools the process of educational engineering in our opinion. It is appropriate to clarify the essence of educational engineering for professional and academic purposes. The definition proposed by Yakushima is engineering, which interprets the latter as a set of processes that combine intellectual type of professional activity (becoming a teacher) and scientific theory.



Educational Management Innovation Process, Management, Marketing Places and Patterns Engineering

The ultimate goal of which is the creative application of scientific methods and principles in the implementation of innovative projects. At TOE, most importantly in the process of educational engineering we focus on the implementation of innovation projects. If we consider that the sequence of the innovation process is difficult to predict, the relevance of the aspirations of researchers becomes clear, which give it a manageable character that achieves a certain logical conclusion, strategies and, as a result, technologies that streamline the process of achieving results.

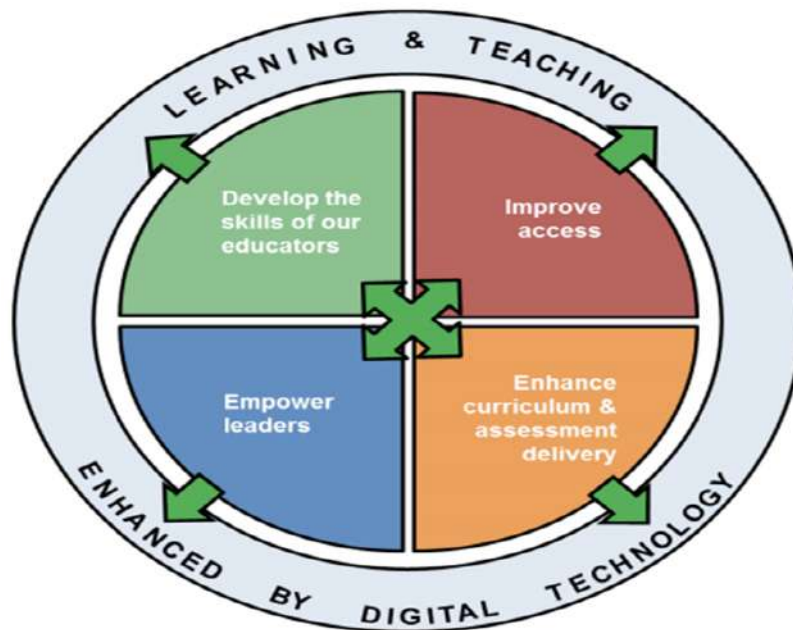
THE MARKETING PLANNING PROCESS



Strategy of the educational engineering process

We develop the strategy and technology of the educational engineering process linked to the pattern method, which is structurally close to the classical design scheme developed by engineering psychology, which includes the following steps:

1. Determining the need before the goal.
2. Goal setting.
3. Scientific research.
4. Formulation of work.
5. Find ideas.
6. Development of concept.
7. Data analysis.
8. Repetition of the cycle.



The engineering-psychological understanding of the essence of the pattern methodology can be enriched by the introduction of a social design context. Vin Kasyanov offers the following logical scheme for the development of this process:

- Stage I: Pre-Start (Awareness of the need for change)
- Step II: Decomposition (dividing the general idea into more partial tasks and choosing the means for their implementation)
- Step iii. Transformation (giving a clear structure to the original ideas)
- Step IV. Convergence (integration of partial design decisions into a single work program).

The following idea of the design process, which belongs to JA van Grigg, is, in our opinion, generally, relatively speaking, an older version of the pattern methodology. Jay van Gogh presents design as a "method of studying soft systems", which is essentially a systems paradigm. The author calls this method 'continuous' cybernetic because of what is used it is completely continuous and has neither beginning nor end. Cybernetic. Because the reactions characteristic of it are associated with continuous changes in the state of the system. Therefore, the structure of this method is J. Wangi presents the sequence of design tasks as follows: strategy formulation, planning, evaluation, and implementation.

Ideas of scientists about the possibility of educational engineering structure

Scientists' thoughts about the possibility of structure Based on the principles of algorithmizing the process of social (educational, pedagogical) design, in our research we conceptually developed and proposed a logical structure of innovative pedagogical design, algorithmic and technological system which, in our opinion, is quite capable of providing such a scientific process. as educational engineering. At the same time, we propose to use the method Pattern, which covers the entire life cycle of the system, i.e. vision and planning, pre-design and post-design stages of its existence, emergence of idea. Design. Development management.

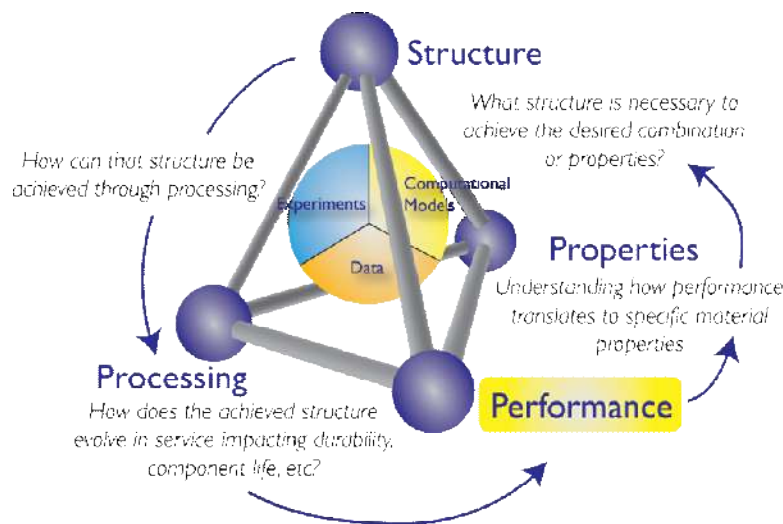


Figure 2: ICME framework integrated with the conventional materials science paradigm of structure-property-processing-performance, illustrating the interdependency much of which is costly and time intensive without highly integrated experimental and computational approaches to accelerate materials development and incorporation into servicable components.

Organization of the process of educational engineering

Within the organization of the process of educational engineering, this method can play the role of a generalized model (fundamental framework) that reflects the s 1. Definition of the object of research.

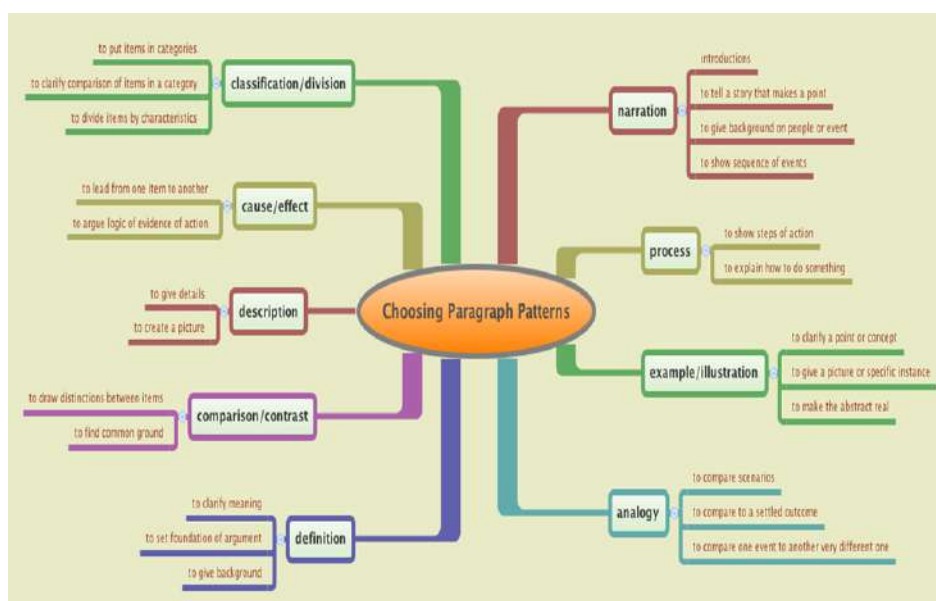
1. Nomination, validation and application of working hypotheses about the concept.
2. Connection and Introject Patterns.
3. Development of a scenario plan.
4. To define the terms of research work and forecast report.
5. Analysis of decomposition architecture.
6. Formulation of goals.
7. Coordination and approval of the internal (tree of objectives) and architecture with the trunk. External connection (set of local parameters).
8. Application of diagnostic techniques.
9. Statistical analysis of clinical results.
10. Quantitative evaluation of hierarchical architecture.
11. Confirmation of research hypothesis by a special method.
12. Description of resource allocation processes.
13. Relationship of people responsible for resources with the 'Gol Tree'
14. Application of expert procedures for distribution evaluation.



Some requirements for the application of the pattern method

There are certain requirements for the application of the pattern method, which, according to Joe, it is necessary to adhere to, namely, focusing on the principles and rules of structural formation, uniformity of the structure and proportionality of the basis for decomposition, ensuring structural unity, a hierarchical level. Within D. Absence of facts of 'half fall' D. Branches of architecture D. Coverage of analysis of the entire system (without harming any of its elements) etc.

In addition, when studying the structures of functioning and development goals (be it system design or already functioning systems) one should consider the pattern method i.e. the level of reproducibility of the management system. Scale of the project (strategic change) and depth ('degree of radicalness') A term intended for the development of structures for the purposes of shaping the planned changes and the competence (competence) of development researchers (analysts and experts).



Problem solving strategies

In general, we note that the distinguishing feature of the method is that it is based on problem solving strategies, unlike most cognitive schemes that present strategies of problem thinking. From this point of view, this pattern technique is expedient for local application (for) P. Sultana. The “corporate” level of educational engineering is because it aims to “bridge the gap” between the development of a strategy and its implementation, and its results. Situation to resolve conflict. Specifically, this is achieved by developing a “resource property tree” (next to the “goal tree”) which is based on the decomposition of resources into several aspects of quality, namely technical, technological, spatial orientation, systems, management, information, personnel.



Conclusion

Summarizing the above, we emphasize that the method of comparison of patterns of the algorithm and the research actions provided by the design algorithm of the innovative educational system declared by the concept of our brightness research allow the algorithm to Base on this method can be considered as an adaptive form of logical planning. The interpretation of the content of the research activities provided by us confirms this at each stage of the design. Therefore, during the organization of the process of educational engineering it is worth talking about a possible alternative to the two above.

Outlined structural and logical plans. To design new educational systems by the method of patterns or by technology (algorithms). As a basis for giving preference to one of these schemes, we propose to consider the scientific soundness or practical expediency of each of them, depending on the development management aimed at the unit undertaking the process of educational engineering.

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