

Article

Methodology of Strategic Designing of The Distance Professional Development Process for Prosecutorial Employees Based on Pedagogical Design Tools

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Abstract: This article analyzes the scientific and methodological foundations of strategically designing the distance professional development process for prosecutorial employees based on pedagogical design tools. The study examines the scientific-theoretical essence of the concept of pedagogical design (instructional design), its significance within the modern distance education system, and its potential for organizing professional development processes. Based on the analysis of scientific literature, the main principles, characteristics, and models of pedagogical design, including the content of the ADDIE model, are elucidated.

Keywords: Instructional Design, Distance Professional Development, Prosecutorial Employees, ADDIE Model, E-Learning Resources, Synchronous and Asynchronous Learning, Strategic Designing

1. Introduction

Diversifying the professional development process of prosecutorial employees in a distance format ensures the variety of training types, modules, and other components of professional development. However, this creates the problem of strategically designing diverse types of educational activities. To address this issue, the “Instructional Design” model can be utilized [1].

Analysis of scientific and theoretical sources indicates that pedagogical design is currently considered a relatively new concept in didactics. In global practice, pedagogical design is recognized as an effective tool for achieving high-quality outcomes in the organization of modern distance education. Therefore, it is possible to analyze existing international scientific research dedicated to defining the concept of “Instructional Design” [2].

In particular, M.V.Moiseeva, E.S.Polat, M.Yu.Bukharkina, and M.Nezhurina emphasized that “pedagogical design encompasses the entire range of various organizational forms and teaching methods”, and that “pedagogical design, as a process, consists of the systematic development of pedagogical specifications through the application of instructional and pedagogical theories in order to ensure high-quality learning outcomes, covering all stages from the analysis of educational needs and objectives to the development of an instructional system capable of satisfying these needs” [3].

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Furthermore, pedagogical design has been defined as “a field in which specific pedagogical actions are determined to achieve the required educational outcomes; a process of decision-making regarding the most effective pedagogical methods for implementing desired changes in knowledge and skills, taking into account the specific content of the course and the characteristics of the target audience” [4].

According to A.P.Gretsova, “pedagogical design is the process of planning and designing specific actions by an instructor to achieve the intended educational outcomes through the selection of the most appropriate tools, taking into account the content of instructional materials and the characteristics of the target audience; it is also a creative concept and a combination of interrelated educational resources that ensure the psychologically comfortable and pedagogically sustainable development of educational subjects” [5].

In the research works of T.V.Belenko, it is emphasized that “pedagogical design represents a new direction of both theoretical and practical knowledge and research, within which requirements for pedagogical actions leading to positive educational outcomes are developed. This process includes the analysis of educational needs characterized by pedagogical effectiveness, methodological adaptability, and expediency, as well as the development of the learning environment and instructional tools” [6].

In the research of E.D.Patarakin, pedagogical design is described as “a pedagogically grounded project of a socio-technical system aimed at achieving educational outcomes, which simultaneously incorporates new technical learning tools and new organizational forms of educational activity” [7].

A.Yu.Uvarov defines pedagogical design as “the systematic use of knowledge about effective educational activities in the process of designing, developing, evaluating, and applying instructional materials” [8]. Smith and Ragan, in turn, define it as “a systematic and reflective process of translating the language of learning and teaching into the language of planning instructional materials, activities, information resources, and assessment” [9].

Based on the results of their own research and existing practices, M.N.Krasnyansky and I.M.Radchenko proposed the following definitions of pedagogical design:

pedagogical design is the process of understanding educational problems, identifying what should be done to solve these problems, and applying a systematic process to implement the solution;

pedagogical design is the science of creating detailed descriptions for the development, evaluation, and implementation of conditions that facilitate learning;

pedagogical design is an integrated process of analyzing educational needs and objectives, as well as a system of methods for delivering knowledge in order to satisfy these needs;

pedagogical design is a pedagogical instrument through which teaching and instructional materials become more engaging, effective, and result-oriented.

In the practices of Pennsylvania State University, pedagogical design is interpreted as follows, and several related concepts are presented. Pedagogical design, as an academic discipline, constitutes a field of knowledge within which research is conducted and theories are developed concerning pedagogical strategies, including their design and implementation while ensuring effectiveness. Furthermore, pedagogical design is regarded as a science concerned with creating detailed specifications for the development, implementation, evaluation, and maintenance of learning situations that support the study of both large and small instructional units of varying levels of complexity [10].

Based on the above analysis, it can be concluded that pedagogical design, as a procedural process, enables the systematic and step-by-step organization of the

individualized professional development process for prosecutorial employees, as well as cyclical evaluation at each stage in order to determine effectiveness.

Furthermore, a number of studies have identified the following specific characteristics of pedagogical design [11]:

pedagogical design directly influences learners' motivation, the speed of perception of e-learning resources, and several other important indicators;

it creates conditions for organizing the professional development process in a result-oriented manner while taking into account the individual characteristics of learners;

based on the principles of pedagogical design, instructors achieve thorough strategic planning aimed at attaining predetermined educational goals, along with the development of corresponding e-learning resources;

the use of pedagogical design models expands the possibilities for planning the professional development process;

pedagogical design ensures the effective organization of the managerial component of the educational process.

Therefore, the purpose of this study is to substantiate and systematize the methodology for strategically designing the distance professional development process of prosecutorial employees based on pedagogical design tools, taking into account the specific characteristics of their professional activities.

2. Materials and Methods

The study was based on the experience of the distance learning (e-learning) platform of the Law Enforcement Academy of the Republic of Uzbekistan. In order to identify the professional needs of prosecutorial employees, systemic and competency-based approaches were applied, along with methods for the functional evaluation of the didactic capabilities of the ADDIE model.

Within the framework of the study, the educational content needs and digital competencies of prosecutorial employees enrolled in the Academy's distance learning courses were systematically analyzed.

3. Results

The ADDIE (Analysis, Design, Development, Implementation, Evaluation) model represents the processes of analysis, instructional design, content development, implementation, and evaluation of effectiveness within the educational process (Figure 1) [12].

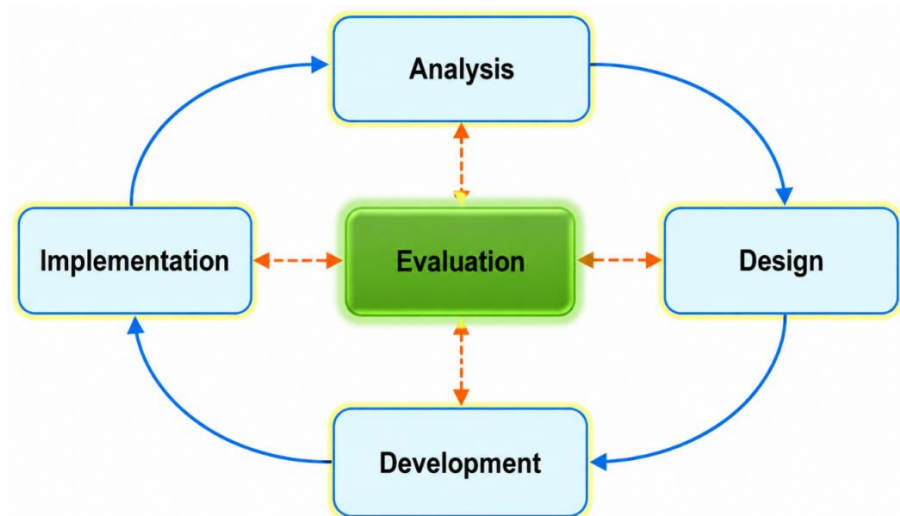


Figure 1. Components of the ADDIE Model of Pedagogical Design.

The content of each component of this model can be briefly interpreted by the researcher, based on personal perspectives, as follows [13].

1. **Analysis.** This stage involves identifying the objectives of the distance professional development program to be organized, as well as planning issues related to the effective implementation of the training process. In addition, the professional needs of the participants are studied. This, in turn, creates opportunities for the effective planning of the distance professional development process.
2. **Design.** At this stage, the professional development process can be designed on the basis of formal, non-formal, and informal types of education. Furthermore, the organization of instructional activities in both asynchronous and synchronous modes can also be designed.
3. **Development.** E-learning resources are developed based on the professional needs of the participants. The structure of e-learning resources includes primary materials, supplementary materials, and assessment tests.
4. **Implementation.** This stage involves organizing the professional development process in a distance format on the basis of formal, non-formal, and informal learning types [14].
5. **Evaluation.** The effectiveness of distance professional development courses is comprehensively assessed. Based on the results of this comprehensive evaluation, proposals are developed for introducing modern instructional technologies into practice in order to improve the effectiveness of distance professional development courses.

4. Discussion

The analysis demonstrates that existing pedagogical design models do not fully encompass the professional needs of prosecutorial employees. This is because, in this field, the educational process is aimed not only at the acquisition of theoretical knowledge, but also at the development of procedural thinking, legal analysis, decision-making in practical situations, and professional responsibility. Therefore, in the strategic design of the distance professional development process, it is considered appropriate to apply the “professional legal instructional design” approach [15].

Based on the above considerations, it should be emphasized that pedagogical design serves as a strategically significant methodological tool in the effective organization of the distance professional development process for prosecutorial employees. Pedagogical design enables the systematic planning of the educational process, identification of the professional needs of learners, formation of individualized learning trajectories, and effective development of distance learning resources.

Based on the analysis of scientific and theoretical sources, it was determined that the content, principles, and models of pedagogical design serve as important didactic instruments in the organization of distance education. In particular, the ADDIE model creates opportunities for organizing the professional development process in a step-by-step and cyclical manner through such stages as analysis, design, development, implementation, and evaluation.

The findings of our study expand the views of A.Yu.Uvarov and M.N.Krasnyansky, who evaluated pedagogical design as a system for solving general educational problems. Unlike general pedagogical design, the “professional legal instructional design” approach proposed for the prosecutorial system serves not only to deliver instructional content, but also to develop specialized legal competencies among learners, including procedural thinking and rapid decision-making skills.

Based on this approach, the integration of the distance professional development process with formal, non-formal, and informal educational mechanisms, the combination

of synchronous and asynchronous learning, and the use of e-learning resources, digital case studies, and simulation environments contribute to improving the effectiveness of developing the professional competencies of prosecutorial employees. Thus, pedagogical design emerges as an important strategic mechanism for transforming the distance professional development system of prosecutorial employees from a traditional content-based model into a competency-oriented, adaptive, and digital educational ecosystem.

5. Conclusion

It is recommended that the conclusions of this study be used as practical guidelines for improving the quality and adaptability of distance professional development courses at the Law Enforcement Academy of the Republic of Uzbekistan and other legal educational institutions.

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