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Didactic Opportunity of Developing Student's Creative Competence for National Professional Activity

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Abstract: The article describes in detail the didactic possibility of developing the creative competence of schoolchildren in the field of technology education.

Keywords: school, student, education, training, technology, national, entrepreneurship, creativity, competence, didactic, opportunity, perspective, project.

It is important to describe the problem studied in our research in its own categories, to clarify terms and concepts, to determine the current level of development of the problem, and to predict its future prospects. Moreover, the mechanism of developing creative competence of 5-7th grade students in technology education is also problematic.

Development of creative competence of students in technology education is a modern direction that appeared in the problem science about a year ago. The number of literature in this direction is increasing. In 1988, the number of articles on educational design problems was 8 times more than the total number of articles published in the general direction of pedagogical technology problems.

"The central analysis of the problem of designing students' creative activity in technology education is based on psychological, pedagogical, didactic, methodical integration of the computer system, which comprehensively encompasses the essence of the system of "educational content and creative education", "teaching activity and educational design", "student activity and creative activity". . By modeling education in project education, creating a comfortable psychological environment for reading and learning, it is possible to use the results obtained in the process of designing the next achievement of the science - a person-oriented educational tool, designing the creative activity of students" [1; p. 144].

Currently, psychological, pedagogical, didactic, methodical, technical, and technological researches are widely launched in economically developed countries, including the USA, Germany, Japan, England, China, Australia, South Korea, and Pakistan. In addition, the solution to the problem of designing students' creative activities related to national entrepreneurship in technology education and developing students' creative competence in the field of technology remains open. Because in the next decade, the opinion expressed on such problems will not only be expressed in terms of content or form, but also in terms of content.

Hucucan will focus on the issue of developing students' creative competence related to national economics in technology education. "In this, the teacher and the digital voice are of special importance, and the teacher suggests that the user of the digital voice is the emacs, but also the developer of the speech. With this, the teacher can formulate his teaching idea on the computer, improve it by analyzing, applying and evaluating" [1; p. 144]. C. Wong, a scientist, says that "the character of the teacher and the degree of communication are different, so it is wrong to pay attention to improving the relationship with the student in the teaching system." [2; p. 143].

The problem of creative learning of educational content is analyzed in the system of "student and learning mathematics". In this way, we are able to separate the student and the content of education, to describe in detail the relationship between the components. Also, the analysis of the teacher's teaching in terms of the content of the education, rather than the student's reading activity, expands the possibility of developing his Japanese and local influence.

Studying is a social task assigned to young people in the social division of labor. The parents of young people living in the territory of our country, regardless of whether they are studying in a general education school or in a higher education institution, are engaged in various activities - studying. Due to this, the study is closed as a team activity. It is important to distinguish between two situations of reading in the context of reading and learning mathematics: the passive situation is traditional reading-learning. At the end of this study, there is a webbal explanation of the teacher and it is aimed at the student; an active situation is a creative study of the educational content, in which the student's independent intellectual activity lies [3; p. 141].

Studying the content of education (students' creative activities related to national economy) creates interest, motivation, desire, surprise and need for knowledge. In this case, incon "turns from need to reason... from the dynamic of thinking to the dynamic of behavior." In the synthesis of external pressure and internal affect, the student begins to design creative activities related to national entrepreneurship. The final result is formed as an independent mental activity, a reflection.

There are two types of relationship between students and teachers: student and teacher; pupil and peal dependent. The second part of this interview will take place in the classroom with the student. Because the pill is materialized in a physical form with educational material. The second part of the interaction with the student is in the peal-related topic, and the peal-related study program recorded in the study guide is the channel.

From the point of view of the interaction, the reading activity has two stages: 1) encountering a sign with a sign - in this case, we note two changes: a) the sign comes to a state of awareness due to the student's influence; b) to understand the specific meaning of the language, the meaning of the language, the meaning of the language used in children; 2) transfer the physical content written in the voice to the appropriate place. Two types of changes are noted in this book: a) the student's understanding of the relevance of the text to the content of the activity - the educational program; b) the difference in the student's mind in the form of a qualitative definition - understanding, reflection, analysis, synthesizing and evaluation.

Therefore, in pedagogy, studying the sign (e.g., pacm, symbolic art, technological condition), analyzing its influence, analyzing the relationship between the sign and the meaning it represents is a methodological problem that awaits the researcher. Two of these variables - "a, a" is a formal variable, and the second "b, b" is a content variable. Fopmal is different in the educational material, content is different in the student. The content encountered by students in the field of creative learning of educational material has a special didactic value. Zepo, the analysis of the difference in content, the essence of the story is a problem related to didactics of creativity [4; p. 200].

The combination of reading activity with the physical marking and the transfer of the content of the book to its place are closely related in Japanese. In essence, many connections are divided into two groups: negative connections and positive connections. Physical communication is a connection that prevents the student from understanding the meaning of the content. It deals with the informational side of the university. Understanding the purpose of the educational program, understanding the relationship between knowledge and learning, being able to understand the activities of the educational institution, understanding the concepts, terms, and expressions of the rules and definitions, and being able to transfer the learned knowledge to educational and life situations. It is assumed that the study activity will be improved by developing a professional connection.

Reducing negative communication as much as possible and increasing positive communication will intensify the learning activity of students. That's why it is extremely important for a person engaged in pedagogic activities - both a researcher and a teacher - to know positive communication and to identify it.

There is a link between the student and the study material.

1. Meaningful communication. In the study area, information about nature, society and the concept of information, information, and communication are discussed. Retention of knowledge and activities, retraining, and application of the whole study and life environment to education is a special task of taking this or that educational subject in a certain consistency. A student of technology has a tendency to absorb a small amount of information. In this case, the student should have a wide range of knowledge in order to learn from independent activities and useful results [5; p. 187].

Therefore, there is a great opportunity to creatively train students in the field of technology. The knowledge of the educational program should be taught separately with an analytical method that ends with a summary. The small size of the database and the frequent monitoring of the mastery of the technology leads to an increase in the efficiency of technology education.

2. Purposeful communication. This type of communication is very much determined by the nature of educational material. Zepo, "Why is it taught?" in didactics. The traditional answer is that it is recognized as one of the most ancient forms of communication. Activities in accordance with the goal play a positive role in the mental development of the child. Because knowing how to set a goal for yourself, striving for the set goal is one of the factors of developing creativity in students. Zepo, maqcad, activity according to the maqcad "...begins to act as the most acute moment of this or that activity formed in the object", wrote D. Epgashev [6; p. 132].

The understanding of the educational goal of the student of technology science is very important in two ways: understanding the goal by explaining the learning topic, problem, task, independent work. In this case, the teacher's and the student's understanding of the beep-beep makes it possible to understand the purpose of the educational mathematics being studied. By facing the educational material, putting the problem, the task in front of him, and feeling the difficulty in solving the problem, the students understand their own purpose. The second way of understanding the learning curve is a complex, and thus dangerous, path for the teacher. Because a student who is faced with mental and practical difficulties may incorrectly identify the purpose and abandon the purpose. As the student's ability to work independently improves and independent thinking develops, this risk decreases.

3. Functional communication. "Any object is interested in its existence, the kiss in the palm of the hand that embraces our soul. This is a testament to the focus of incon's activities. When the second map flies with a new object, we begin to think in terms of its function (the work it performs - P.P.). Therefore, the problem or the functional description of the system should be found in the last step" [7; B.115-117]. Functional analysis is used to understand the functionality of the system, to determine its function, and to assess its relation to other systems. Hap bip performs certain functions in the activity of a student with learning disabilities.

Conveying the functionality of the studied subject to the student is important in education in two ways: the received object is to determine the relationship of the subject with the previously studied or now analyzed object; to ensure that the relationship in the entire object is valid. As soon as the student understands the functions of the studied concepts, the connection between these concepts and the interaction will be clearly developed.

4. Qualitative communication. There are two types of knowledge that are learned in school: the axbopot in the object's knob; the action point that applies to the object. Due to the fact that in the traditional pedagogical practice, the learning of the subject is the second step, the activity level is not given much importance or the activity level is completely ignored. In fact, knowledge and activity are the two sides of the object being studied. The creative organization of education requires students to solve the problem of creative learning of the subject, to use it in practice. In our scientific research, based on the essence of the research program, we have chosen the method of closing the three activities related to educational material.

In the source, the content of the category related to the concept of "creativity" or "creativity" has not yet been fully clarified. Such categories include concepts such as "creative activity", "creative ability", "creative ability".

"The philosophical aspect of creativity is related to the product of creative thinking - the authenticity of the discovered knowledge, the connection of knowledge to nature, society, the power of thinking, the fundamental compatibility of theory and practice, sociology is related to the social environment of creativity - encouraging creativity, guiding, improving the obstacles on the way to creativity. is engaged in. Physiology and cybernetics, like the previous one, have the ability to study creativity: while physiology is the highest level of activity of the brain - in the world of creative thinking, after analyzing the principles and three aspects of the brain, cybernetics approaches the study of creativity from the point of view of processing creativity" [1; 144-b].

Psychology and pedagogy also have a point of view of studying the problem of creativity: while psychology deals with the question of how creativity works in this or that discovery - the newly discovered law of thinking, and how much of its influence is applied, pedagogy studies the question of discovering creative abilities at a young age, developing a creative person [8] ; p. 37]. In our opinion, the psychological and pedagogical approaches to studying the problem of creativity complement each other: just as it is impossible to find creativity in students without learning the possibilities of creativity, it is impossible to know the functioning of the mechanism of creativity without developing the purpose, source, structure, organizational form, and structure of creative activity.

The opinion of I. L. Padunckaya is important in the problem of creativity. He finds it in the ancient Greek philosophers - Cycpot, Aphimed, Apictotellap, and notes that the genius scientist's life path up to our time is closed from the point of view of the creativity of the scientist.

C.V. Ctolbunova "determines with scientific evidence that the inner world of the incon, its experience is related to ecstatic fiction, that beautiful fiction leads to creativity - creative fantasy" [9; B.88]. E. Goziev "understood creativity in terms of the activities of talented and gifted children" [10; p. 384]. C.C. Igamov writes: "The student's desire for creativity, enthusiasm is a sign of ability" [11; p. 144].

Sh.C. Shapipov closes the question of student creativity on the basis of creativity pedagogy, and analyzes its division into such steps as the collision of creativity with innovation - the formation of a creative state in the mind - the choice of a solution - the aspect of ingenuity - the evaluation of the work done [12; p. 307].

O.M. Lazapeva, C.Ya.Batyshev, I.A.Zimnyaya and E.F.Zeep have described the student's creativity in connection with the problem of the individual-psychological behavior of the student, and pedagogical creativity in connection with the problem of the student's level of achievement.

O.M. Analyzing the nature of scientific-creative work, Lazapeva states that the person who, with his activity and behavior, creates an innovation of social value, is a true creator. Because the value of a creative product is explained by its novelty.

Creativity in the field of science - creativity of scientists has been widely studied in other articles, where the goal of creativity, the goal of creativity, and the mechanism of striving for the goal have been described.

Until today, there is a common goal to develop creativity and creativity in students. That's why the creativity, the creativity of students increases the problem solver's success.

In general, in the work of pedagogical-psychological research, creativity is defined as follows: "Creativity is the main part of mathematics, the exchange of creativity with the emergence of a new form." This definition has an optically generalized precision, which cannot be copied from the root to the root of the pedagogy. Every creation has, in Hegel's words, "its own demoge - completionist". The word Dimupge (from the ancient Greek Demos - from the Greek "knowing, knowing, understanding; knowing, knowing; creating, creating". Nature does not create, rather, it finds and

discovers. The cube of creation is the activity of incon. Incongina can create. Another definition was also used: creativity is an activity aimed at creating a qualitatively new world with its originality, uniqueness, social and physical uniqueness.

Creativity depends to a large extent on the cultural environment in which the incon lives, the clash with the napca-hodicalap japayonlapi. Critical evaluation of oneself and one's own activities, alternative thinking, ability to summarize facts, to think of new ideas, to have an independent opinion, to have a vital position are the characteristics of a creative person's activity. Such a personal quality needs training.

When it comes to creativity, we found it necessary to separate two aspects: a) innate ability, talent, inclination to creative activity.

If the Incan does not have qualities such as ability, talent, and inclination to creativity, he can never be made into a creative person in the literal sense; b) in the activity of incon, the compound formed in the tapbiya vocitacid. Being able to evaluate oneself and other activities, think differently, analyze facts, generalize, think in general and, on the other hand, know a lot about things in general, think independently depends in many ways on education. Therefore, a creative personality is formed in a combination of innate and learned. As a person himself, his creative activity also needs training. Without agap tapbiya, a person's innate ability will quickly disappear.

Taking into account the innate and learned aspects of creativity in the creative activity, we give it a general conceptual working definition as follows: Creativity is a creative subjective activity aimed at creating new material and spiritual wealth with social and personal value, acting on the synthesis of innate abilities and learned aspects [13; p. 32].

There are two values of creativity in Incon life: social value and personal value. Social value is the importance of creativity in the development of society, increase of material and spiritual wealth, improvement of productivity and demand. Personal value is the development of the individual personality of the creative person, the formation of thinking and reasoning, training and teaching the youth to be creative.

The development of the mechanism of development of students' creative competence in technology education fulfills a difficult task in the activity of the teacher in the field of education.

1. Comment function. When we go to the teacher's lesson, we can see how he interprets and understands the topic of study in a different way: when one teacher explains the topic in a readable and popular way, another teacher does not explain the topic in "simple language". When thinking about this topic, the scientific-pedagogical research paper of Yu.K.Babanckiy, L.N.Andpeeva, V.E.Alekceevlap comes to mind. In the pedagogical activities of the teacher of the pedagogical research type, the ability to creatively organize the educational environment, to publicly explain his experience to colleagues, to explain the educational topic to the students of the class, and to explain it to the students is developed at a very high level.

2. Foreknowledge is a function. A creative teacher can foresee the intended result of education, is able to achieve this result, chooses the source clearly and correctly, and knows how to determine the organizational form that can increase the effectiveness of education. A teacher who can anticipate the result of pedagogical practice in his work can set a task, problem, and challenge for students to solve. Also, in the activity of such a teacher, it is necessary to anticipate the difficulties that may occur in the learning of the students in the field of education, the way to overcome these difficulties is determined in advance, the original plan for education is developed, and the method that meets the requirements of increasing the effectiveness of education is selected in advance.

3. Functional design of education for students. The process of educational design is carried out on the basis of three components: design activity (teaching), design program (teaching material), design voice. Education can be designed in the following forms: a) in the form of speech. This proliferation of educational design is currently the leading form of channel. B) Designing education in the form of a problem or puzzle system. The didactic project in this study is the answer to the demand of students to creatively master the educational material, and therefore, to teach the creative abilities of

the students. A comprehensive model of education is a necessary channel to design, as well as a problematic, problem-based form of learning.

4. Teleonomic (Gr. tele - maqcad, onomic - nom bepish) function. At the moment, the development of the educational system has become the most important problem. The emergence of the idea of an educational technologist in pedagogical practice, the collapse of the technological approach to education leads to the formation of a new principle of determining the educational goal.

5. Copy function. Creating a notebook concept and educational benchmarks, creating a schedule and annual plan, analyzing the deficiencies in the notebook, adding to the notebook are all important aspects of a creative teacher's work.

6. Decisiveness (lat. decusio - choosing a solution) is a function. Being able to choose a solution to a pedagogical problem, an alternative way to solve a problem, a method, an organizational form, and a principle are functional qualities necessary for the activity of a creative teacher.

7. Axiological function. "Ability to analyze the achievements and shortcomings of one's own and colleagues' activities, creativity in finding a way to increase the achievements, reduce the shortcomings, and seek opportunities."

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