DIDACTIC BASIS OF DEVELOPING TECHNICAL CREATIVITY OF GIFTED STUDENTS

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Abstract

Creativity - the activity of a person and its result that determines the significance and usefulness of a particular innovation. A creative person is a person who can successfully carry out a creative process and has specific creative results (products). A creative person is a person who demonstrates creativity as a process or result, is inclined to approach solving problems in non-standard ways, is capable and ready to organize original actions, promote innovations, create creative products. A creative person is a person who implements objective creativity both as a process and as a result and is able to create creative products at the required level.

Introduction

In order to ensure the maturity of a person, achieve his intellectual, spiritual-moral and physical development, it is advisable to take into account different age periods, the specific aspects of each period, as well as the physiological and psychological state of the child. The holistic pedagogical process is studied by pedagogical disciplines that form a certain group.

Education of a creative personality – formation and development of a person with creative ideas, skills and qualifications for their implementation based on the acquisition and enrichment of professional and creative activity experiences. Professional and creative activity – activity characterizing the success of a student in creatively solving professional problems, innovative behavior.

Creative tasks – a system of tasks aimed at solving problem situations based on a systematic analysis.

Professional and creative opportunity

– professional competence, possession of skills; mastery of the basics of the methodology of professional creativity; level of formation of creative thinking; development of professional and creative abilities and personal qualities.

Methodology of professional creativity – the doctrine of the structure, logical organization, methods and means of creativity as a process and result in the form of a relationship to objects and specific types of professional activity.

Creative thinking – a type of thinking that represents the organization of the creative process and the prediction of the results (products) of creativity.

Creative ability is an individual characteristic that determines the ability of a person to organize creative activity and ensure its effectiveness.

Creative ability is an individual characteristic that is manifested in the successful implementation of creative activity and the assessment of its effectiveness, creative self-

activation is the full manifestation and development of a person's capabilities in creative activity

Creativity means that all answers can be correct in the process of defending their views. Creativity is considered to be an immersion in an environment. Therefore, in order to make creative thinking a habit, students must be able to approach this process with confidence. Students can make creative thinking a habit only if creativity is encouraged and a friendly environment is created. In a creative environment, teachers and students learn to be friendly towards others and respect their opinions. Creativity does not become a habit in students who have a fear of making mistakes or failing, excessive focus on grades, a fear of being different from others, a fear of being ignored and criticized, and a fear of being humiliated. Making creativity a habit, increasing students' academic success and self-esteem can only be achieved through the appropriate use of creative thinking and in a healthy environment.

Didactics (from the Greek "didaktikos" - teacher, "didako" - learner) is the part of pedagogy that develops educational problems.

The word didactics was first expressed in the works of the German pedagogue W. Ratke (Ratikhia) (1571-1635) as the art of teaching. Ya.A. Comenius expressed this word in the form of "the universal art of teaching everyone everything". Ratke (Ratikhia) developed the problem of "what to teach". In modern science, it is emphasized that the main task of didactics is to study the problem of "when, where, whom and why to teach".

Without giving various scientific approaches to the characteristics and laws of the learning process, we will limit ourselves to only mentioning the main features of this process. Such features include the following cases.

The function of the learner to acquire knowledge and skills is often hidden in the learning process and is difficult to control. This feature of the learning process is important because the object of educational management is not the learner himself, but his active cognitive activity, which occurs latently at the level of internal psychological processes. In other words, all kinds of incoming information can be mastered when the learner performs work that determines the level of activity in receiving, processing and assimilating information through one or another channel. The hidden description of the learning process makes it possible to substantiate another feature of this process, namely, the possibility of obtaining different learning results even under the influence of the same external controller. In order to minimize the likelihood of obtaining different results, it is necessary to correct the learning process in accordance with the necessary measures. In turn, correction can be timely and effective. When the quality control of the acquisition of knowledge and skills in the educational process is not only increased, but also the educational process is carried out systematically at all times, if the acquisition of knowledge and skills is carried out in independent learning and is under the guidance of the teacher. From the above, it can be concluded that at the stages of the learning process there must be internal (learner himself) and external (under the guidance of the teacher) feedback. The learning process is given in full, divided into a process of iterative steps, divided into fixed periods. There is a need to distribute the volume of educational material into doses. They should be given to the learner at each step of the learning process in a strictly clear logical sequence.

The distribution of educational material into doses makes it possible to determine in advance the educational goal that must be achieved at each step and stage of the learning process. As educational experience has shown, the fulfillment of this condition significantly hides the effectiveness of mastering the educational material. This is because the goal of learning is the ability to assess the result of one's own work with the help of the learner or the teacher. The result of the intermediate assessment plays the role of a reinforcing act in ensuring that the learner strives for high-quality self-mastery of education towards the final goal.

Thus, the appropriate condition for each student to find the volume of educational material from the TT lesson, distribute it in doses and implement phased control of the learning process. The special features of the learning process taken into account in the mastering of educational material can be included in the composition of the learning process, that is, along with the process of learning a fact (the process of mastering knowledge and acquiring skills), the process of assimilating the existing opposite process (the mastered knowledge and acquired skills, qualifications and competencies). Careful consideration of the key factors that influence the processes of mental retention and memorization of learning is essential when justifying the frequency and duration of training sessions at appropriate stages of education.

Thus, a scientific analysis of the process of studying the factors determining the level of development of students' technical creativity shows the need to coordinate the activities of the system, taking into account all their aspects. However, the current coordination of educational content does not meet these current objective requirements.

Like the learning process, the teaching process is a random stochastic complex psychological and pedagogical process based on emotional experiences, intellectual changes, psychological, physiological, pedagogical ideas, which includes a wide range of social, methodological, pedagogical, technological phenomena.

The teaching process is a didactic dialogue in the educational process, which depends on the specificity of the educational material, the interaction of one to another and the interrelated psychological state, the communication aimed at ensuring the activity of the student's sense of interest. This communication is a teacher's level of problem-solving and intellectuality, conscientiousness, self-confidence, methodical interdisciplinary emotional observation, attachment to the group of learners, strength of imagination, controllability, availability, determination, demandingness and management characteristics, as well as knowledge of the subject, ability to interest in the subject being studied, specificity and importance, ability to show the practical significance of the subject, ability to involve learners in active work during the lesson, ability to encourage learners to be honest and truthful, simplicity and humility, comprehensive curiosity, ability to evaluate learners' achievements and give advice that embodies other quality indicators, ability to encourage independence, request, intimidate, praise, joke, tell, increase intonation, approve, make up, reflect, arouse admiration, insult, The so-called conjunctive (conjunctive - union: connection of objects) type, which is controlled by means of rewards and other communicative interaction methods, and the so-called disjunctive (disjunction - separation of objects, various separations) type are considered to be interactive communication with learners.

In the conjunctive communicative type of communication, the interaction of the teacher is social, since it accelerates the activity of the learner. This communication is organized in agreement with the learner. This type of interaction is expressed in external humor, requests, praise, approval, and encouragement of independent activity. In this, the skill of the teacher requires that in any circumstances it is necessary to bring the communicative into this type of communication.

Even if the learner is negative or studies poorly, any appeal should not belittle the learner's dignity. Any communicative interaction with teachers should not be accompanied by deep negative goodwill and curiosity. It is this type of interaction that encourages cooperation. The teacher's credibility is based on the fact that the person is morally sound, based on honesty, trust and conscientiousness in the partnership. The teacher's lack of trust leads to the student's lack of confidence in the general work of the teacher, to the lack of knowledge of the student's capabilities in his work.

The teacher's suspicion makes the student doubt his willingness and readiness to follow the rules of the work. If the teacher once uses the student's diligence, he sees other qualities and motives in the student's work. Different types of interaction can be confrontational, cold, suspicious, even vindictive.

The teacher seeks to get out of this situation, to unite thoughts, especially to prove that the information he gives is true, based on pedagogical skills. This type maintains a social distance and uses reprimands, intimidation, punishment and other indicators in his pedagogical function. This does not weaken the ability of the learner. Interaction in this case causes a sharp dissatisfaction in the learner's activity. It leads to disappointment in his personal activity and creates conflicts of resentment. It is worth noting that any creative communicative influence leads to rapprochement of relations, and negative communicative influence leads to disintegration. If emotional and communicative disagreements arise between the teacher and the learner, then even positive communicative influences can cause negative emotional states. In such cases, teachers are required to work hard, that is, to clarify their relationship with the student, to talk openly with the student to determine the reasons for this situation, to have conversations with parents and peers, and to establish the same contact and communication with them.

In addition, in the teaching process, there is also a form of counseling, which is an extracurricular type of communication. Psychological understanding of counseling, this is a form of psychodidactic and psychological and professional guidance. Counseling is a form of one-on-one counseling, which is carried out with the aim of changing any mental qualities, correcting the assimilation of knowledge and the formation of skills, and directing the learner to analysis, taking into account the individuality, interest and ability to form, as well as the needs of society and the national economy, to help in choosing a profession, taking into account the individuality, interest and ability to form, as well as the needs of society and the national economy.

In the teaching process, there are additional classes led by a teacher, which are conducted with students who do not master well, divided into individual and group activities aimed at

increasing the level of mastery. In the process of teaching, there is also a communicative interaction in a number of other optional, circle, design association, educational excursions, practices aimed at the formation of the learner's professional training and the formation of appropriate knowledge, skills, and qualifications.

In the process of teaching, one must know one's subject and be able to approach the learner when explaining new material. The assistant must embody the deficient qualities of a teacher-pedagogical specialty, such as the ability to show the practical significance of a real and ready-made subject, sensitivity, calmness and composure, and the ability to understand your opinion, and must fully form such personal qualities as diligence in the lesson, enthusiasm for learning, active participation in the lesson and in public work, readiness to support the influence of the teacher, humility, openness, and politeness. The formation of interaction with the teacher is carried out through the first stage, which includes the formation of contact and the formation of forms of cooperation and counteraction, which are called the formation of a common interest, the coordination of the behavior of the participants in the interaction, and the formation of stable positive relationships, which is called the formation of a dialogue.

The main elements of the above-mentioned learning process are that the teacher must be able to manage a full communicative dialogue between the learner and the teacher. For this, in addition to the above special qualities, the teacher must fully know the techniques of communication with the learners, any contact requires certain techniques. By communicative techniques, we mean the structure of influences that allow the teacher to correctly view his interaction with the learner.

The main communicative skills are the ability to organically and sequentially influence a large number of people (so that people see you, notice your actions); the ability to control contact factors and interaction processes; to hold the attention of a whole group or an individual student for a long time with some kind of influence; to learn to take the initiative during contact, to be able to observe his description; to divert the conversation; to reduce the number of correct requests, to switch to another request; to be able to imagine and evaluate the events that will occur in the group, the ability not to lose sight of one student in a dialogue with another, the ability to observe the behavior and behavior of individual students; the ability to be open and secretive in the interaction of the teacher with students; the ability to transfer communication to the level and nature of the personality; the ability to prevail in the descriptions of persuasion, reprimand, reprimand; the ability to identify a dangerous zone for communication; the ability to feel the manifestation of the learner's personal activity, the ability to be patient without getting excited and nervous; the ability to eliminate excitement and nervous excitement at the target; the ability to predict a positive solution to difficulties and conflicts, to have one's own mood; the ability to express oneself and create a good mood for oneself, etc. Thus, special communicative skills are needed to create a level of spiritual communication in which the rightful owners of the students interact with the feedback during the teaching process. It can arise from sources such as differences in thinking between the teacher and the student (different directions of activity, nervous system excitement, etc.), functional (unwillingness to complete

the work to the end; lack of necessary skills), and personal (inability to communicate with adults, focus on occupying good positions, rudeness, uncivility, attitude, etc.).

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