British Journal of Global Ecology and Sustainable Development
Volume-24, January, 2024
ISSN (E): 2754-9291

DESIGNING STUDENTS' EDUCATIONAL CREATIVE ACTIVITY

Шомирзаев Махматмурод Хурамович
Professor of Termiz State University,
Doctor of Pedagogical Sciences (DSc) Termiz, Uzbekistan
Email: shomirzaevm@tersu.uz

Summary
The article aims to increase the creative activity of students in the national craft through the effective implementation of educational work, the correct choice of the form of teaching and the appropriate teaching method, as well as the conscious mastery of teaching materials under the guidance of a teacher or instructor. -Educational and pedagogical significance of career guidance.

Keywords: teacher, student, lesson, technology, education, upbringing, form of teaching, teaching method, design, team, group, individual, skill, qualification, profession, quality, efficiency.

Introduction

Effective implementation of educational work and increasing the activity of students in this largely depends on the correct choice and application of the form of education and the appropriate teaching method. Teaching form means an educational activity aimed at the conscious mastering of the educational material by the students under the guidance of a teacher or a master of education in order to achieve the goal envisaged in a specific activity (lesson). One of the main forms of educational work of students in the educational workshop is a lesson or practical training. The main characteristics of a lesson (session) as an educational-production work include: a) constancy of the composition of students; b) their knowledge (level of training) is approximately at the same level; c) training lasts for a certain period of time determined on the basis of a fixed schedule; g) direct supervision of a teacher or educational (production education) master; d) his use of various teaching methods; e) to be able to conduct the lesson in a frontal (closed, general), link (group-group) and individual (one-on-one) form. Thus, the lesson adds organizational clarity to the teaching process and allows to arrange the lessons of industrial education and other subjects in turn, thus, to ensure the high productivity of students and to have a rest. Only when this subject and all lessons are properly and harmoniously organized, the content of the lesson and its full purpose can be revealed.

The form of individual (one-on-one) teaching can be used when most of the students in the class perform works that are different in construction and close to each other in terms of content. This type of work can be, for example: various small orders for a training workshop, or various parts with a small number of pieces (turning or drilling machine parts). In such cases, the teacher analyzes the manufacturing technology of the items to be prepared and separates the general signs (information) and the information

Journal Zone Publishing, Ilford, United Kingdom

to be told to the students when using a single form in frontal instruction style.

There will be more individualized information. We see that when organizing a lesson on the basis of an individual form, the teacher has to prepare more. In this case, it is necessary to distinguish two concepts of individual form of the lesson and individual instruction. Individual instruction can be used in any form of organized class, but the volume of this work is less in frontal class and more in individual class. Finally, a mixed lesson consists of elements of all three lesson forms mentioned above. It should also be noted that depending on the content of the program material, the nature of specialization and other factors, other organizational forms can be used in industrial education. For example, in cases where it is not possible to use the form of a lesson corresponding to the production conditions of teaching in a school, it is appropriate to use the form of teaching in the form of a student brigade. This form of education can often be applied to the training of coal miners, metallurgists, chemists, and many skilled agricultural workers. In such conditions, production teachers usually divide students into separate student brigades, each of these brigades performs a specific educational-production task. At the same time, the educational purpose and content of these tasks can be quite different from each other. For example, one crew may learn to service a marten furnace, another may learn to service gas generators, and a third may learn to monitor control-measuring devices, and so on. In such cases, the teacher should make a schedule of rotation of the training crews within the boundaries of the study zones, so that each crew, for example, learns and learns all the work methods in the service of the entire metallurgical complex.

Another form of technology education is the attachment of students to skilled workers, in which the teaching is carried out by an instructor or foreman who is not released from the main job. No more than two students are assigned to one instructor at the same time . The positive side of this form of training is that it is possible to train new workers in any trade directly in production workshops equipped with advanced technology. This allows the instructor to use the most effective teaching methods, taking into account the level of preparation of students and their qualities.

However, the instructor, who has to deal with his main work, may not be able to pay enough attention to the students assigned to him, and may not be able to monitor the progress of production training every day.

A special form of technology education is the practice of students in public workplaces (in workplaces where consumer products are worked on). This form is conducted in the last months of education, in the conditions of the enterprise. In this form of education, each student works in a permanent place and prepares a product in full compliance with the requirements set by the company for the product. In this case, the student will also have to fulfill the time standard in the production of the item.

The product prepared by the student will be accepted by the employees of the technical control department of the enterprise. The organization of educational and production activities in this way accustoms students to work in the same conditions where specialized workers work. The teacher must choose the forms and methods of teaching

Journal Zone Publishing, Ilford, United Kingdom

in accordance with the requirements of the workplace. If the technology program is not fully implemented at the same workplace, the teacher must transfer the student to another workplace based on a simple schedule . Finally, the last form of organizing activities outside the classroom is technical creativity circles. Before starting to study the organizational forms of extracurricular activities, it is necessary to determine the importance of this stage of work in developing students' skills. The fact is that the knowledge, training and skills that the students will receive in the classes will consist only of the minimum specified in the program. However, most students are interested in modern technology. Therefore, their participation in various technical circles allows them to develop their technical knowledge according to their interests and abilities. In general, each form of education has its own advantages and disadvantages, which should be taken into account during the education process. Table 1 shows the advantages and disadvantages of the most commonly used forms of national craft education.

Education forms	**Characteristic features**
Team (frontal)	**Advantage:** •the accuracy and orderliness of training is ensured; • the study group team works as a whole; • economy - the teacher and all students at the same time works with • **Disadvantage:** • teacher – object of education; • teaching has a general character - one-on-one with students • opportunity to conduct regular educational work • will not; • the teacher teaches everyone at the same time according to the same program, • level of preparation and development of each student, • study opportunities are not considered; • approach to the "average learner": students' abilities • multiplied, averaged; • Students hardly interact and collaborate • they do not - each works for himself.
With a group	**Advantage:** • teacher is the subject and object of education; • work in a group is the opportunity, ability of each member • mutual support and mutual control of the speed of operation • organized on the basis of division of tasks, taking into account • is done; • the experience of each member in the group in working together • complements the experience of others, educational material • helps to master; • group members and their activities between groups, • independence, communication and cooperation to mutual relations • provides a sense of responsibility for belonging; • each member works for himself and for others; • results in less time than when working individually taken as spent; • results obtained by working together in a group compared to the students who performed the task separately will be higher. **Disadvantage:** • education requires spending a certain amount of time on doing work in a group and getting its results; • requires a lot of work, that is, for teacher preparation must work hard; • the learning process is out of control when organized incorrectly can go and become unmanageable.

Journal Zone Publishing, Ilford, United Kingdom

Individually	**Advantage:** • students are ensured to be highly independent; • learner development, readiness, ability and knowledge taking into account the maximum level of possibilities • individual training is provided; • each according to the student's strength and level of preparation learning rate is controlled; • each student is supported individually is mounted. **Disadvantage:** • requires a lot of work, that is, the teacher has to individually develop projects, help to implement them • lot of work and time to monitor and evaluate • ust spend; • not economical, the teacher works with only one student; • ot all students have time to work with.

Table 1. Comparative description of organizational forms of education.

Choosing the right methods in the educational process is also an important issue. The teaching method, first of all, is determined by the goals and tasks of teaching, the conscious and thorough assimilation of students' knowledge, training and skills, the development of creative activity and independence in them, and the tasks. One of the important requirements for the organization of technology lessons is the variety of methods and their serving a specific purpose. Oral, written and practical methods are widely used in the educational process. Oral methods are the common and most common method in all educational institutions. This method is also called a logical method and is implemented in the form of a story, conversation, explanation, lecture. In this case, the oral presentation of the educational material serves to impart knowledge to the students and arouses their interest in the same direction. With the help of written and practical methods, students' theoretical knowledge is strengthened. The effectiveness of teaching depends on the methods used. First of all, let's get acquainted with the broader meaning of the concept of method, that is, it consists of a set of methods. By means of these methods, the teacher provides students with knowledge aimed at a certain goal, forms the necessary training and skills from them, strengthens them, checks the mastery level, and students actively and consciously assimilate these training and skills, acquire skills.

Teaching methods have been classified and defined differently by research pedagogues. The most used and preferred classification is as follows: oral methods, written methods, practical methods, heuristic methods (Figure 1).

Tell a story – is a method of vivid, figurative presentation of educational material. The story must be controlled and connected to the students' current work. The story should be completed by briefly summarizing the topic of the lesson. Live speech is used in any method, with the help of live speech, labor principles, exhibitions, manuals are explained. The word of the teacher - to ensure activity in teaching, in order to avoid mistakes, in performing the same work technology

Journal Zone Publishing, Ilford, United Kingdom

To help the reader, the structure of the device controls is necessary to change the control principles.

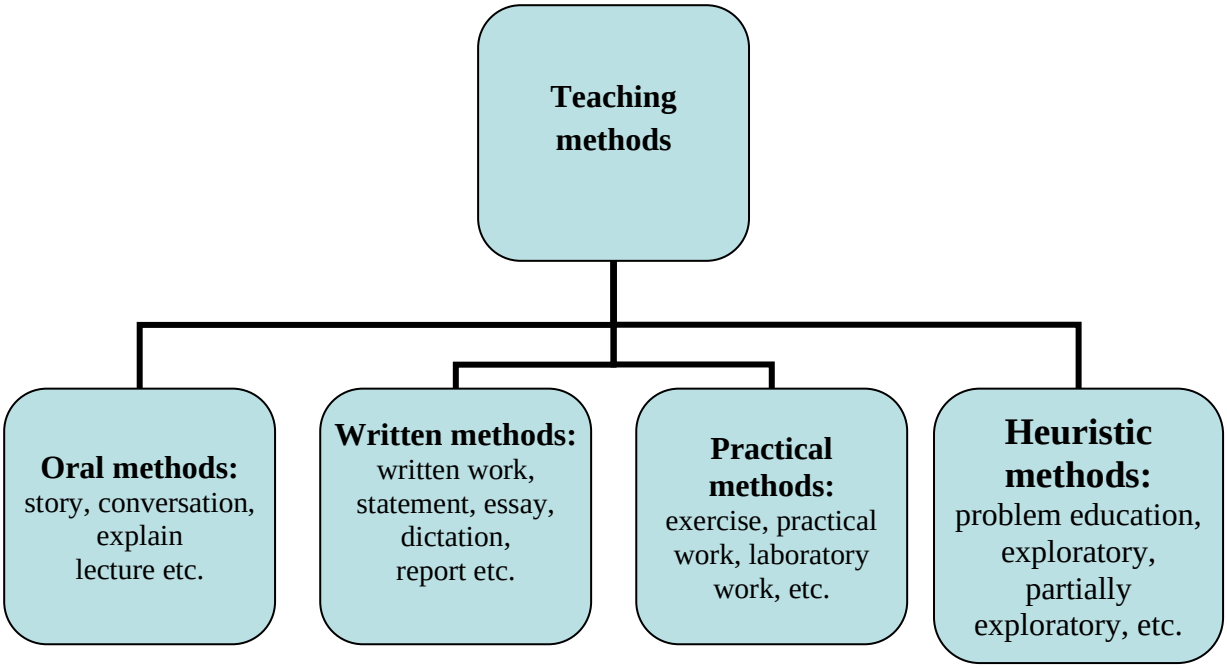

Figure 1. The most commonly used types of teaching methods.

Educational material **explanation** Verbal presentation is a coherent presentation of the main material. Analysis and proof of facts play an important role in this. In his statement, the teacher uses his writings and calculations, in which the essence of the current work is clarified. In the presentation of educational materials, the teacher should rely on the level of theoretical knowledge of the students, their experiences gained in the process of industrial education.

Conversation – in which the students answer the teacher's question or speak according to the content of the question. Conversation is used when students have a certain amount of knowledge about the material being studied. At the end of the conversation, the teacher summarizes the students' answers. Conversation is one of the convenient and effective methods of teaching, which develops the intellectual activity and attention of students in technology. The interview can be conducted in the form of discussion of certain issues based on a pre-prepared plan, students' answers to the questions asked by the teacher. Students have the same topic The interview method can only be effective if there is some knowledge and imagination. The success of the interview depends in many cases on the ability of the teacher to ask the students the right questions. The interview should be conducted in such a way that it helps to successfully implement the educational tasks. Keep the conversation focused on a clearly defined goal.

Journal Zone Publishing, Ilford, United Kingdom

Demonstration method – It means showing personal work results, showing equipment, visual aids, educational films, video films, slides, slides, etc. Demonstration methods can also include production tours and demonstrations of work methods.

Excursion– is demonstrative teaching, in which students learn about products, technological phenomena and labor processes, labor organization in production conditions. The teacher of labor education should make a plan for the excursion in advance, identify the most characteristic objects and get to know them thoroughly. It is of great importance to show the principles of equipment management, advanced work methods, and the organization of work at this place during excursions to enterprises to get acquainted with modern equipment and technological processes.

Various visual aids and work methods display plays an important role in technology [13]. In doing so, special attention should be paid to the preparation stage and the requirements for the demonstration. Experience shows that if the visuality becomes too much, it causes the students to deviate from determining the essence of the phenomenon being studied. Nevertheless, there is no need to worry about the number of visual aids related to one item, if they serve to clarify its various aspects.

Visual aids are usually not shown before the lesson begins. Premature interest in visual aids by students can dampen the desire for serious interest in these tools. It is necessary to involve students as much as possible in opening the content of the exhibition material. This is one of the measures to educate students' observational and learning qualities . In technology, the issue of showing labor principles has a special place. It is one of the main exhibition materials of teaching.

In addition, in order for the technology teacher to be able to show work methods and processes, it is necessary not only to be highly professional, but also to have sufficient pedagogical experience. It is also important to emphasize that the demonstrated work practices and processes must be visible to all students. Students need to understand well what actions and in what order they should be used to form the same working principles. Explaining labor activities and work methods to students in such a situation, i.e., in an instructional situation, allows them to consciously understand the educational task and to create a creative idea of how to perform work correctly and safely. As a result, it is possible to properly organize practical creative activities of students and to acquire a certain professionalism related to national handicrafts.

REFERENCES

1. Shomirzaev M. X. The use of educational technologies in the formation of students' interest in national handicraft professions // Bulletin of the Karakalpak State University.-Nukus. - 2019. - T. 4. – no. 45. - S. 101.
2. Shomirzaev M. X. The genesis of formation and development technology of Uzbek embroidery //Teacher and continuous education.-Nukus. - 2019. - S. 75.

Journal Zone Publishing, Ilford, United Kingdom

3. Shomirzaev M. X. Spectral and variable components of Uzbek national crafts. Methodical manual //T.: "New edition. - 2019. - T. 48.
4. Shomirzaev M. X. Ways to improve the effectiveness of technology education. Study-methodical manual //T.: Gold print publication. - 2019. - T. 56.
5. Shomirzayev M. USE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN TEACHING //Fiziko-tekhnologicheskogo obrazovanie. – 2022. – no. 3.
6. Shomirzaev M. K. Factors in the development of national art. – 2020.
7. Shomirzaev M. X. Spectral and variable components of Uzbek national crafts. Methodical manual //T.: "New edition. - 2019. - T. 48.
8. Achilov M. New pedagogical technologies. Opposite: Nasaf, 2000. - P.38.
9. Shomirzaev M. K., Astanakulov K. D., Babaev K. M. Research into the perforated surface of the double staged grinder-crusher //IOP Conference Series: Earth and Environmental Science. – IOP Publishing, 2022. – T. 1076. – P 1. – C. 012035.
10. Shomirzaev M. X. Psychological and pedagogical potential of folk crafts in school technology education //Tafakkur ziyosi.-Jizzax. – 2020. – №. 4. – C. 154.
11. Shomirzaev M. X. Improving the orientation of students to the professions of folk crafts in technology education //Science and society (Science is also society).-Nukus. – 2020. – P. 99.
12.Shomirzayev M. K. Education is personally focused technology //European Journal of Research and Reflection in Educational Sciences Vol. – 2020. – T. 8. – P 8.
13.M.Kh.Shomirzayev Methodology of Technology Education. Textbook. T.: "TerDU publication - printing center" publishing house, 2021, 632 p.
14. Shomirzaev M.Kh. Use of modern educational methods in teaching schoolchildren to folk crafts. //Teacher and continuous education. - Nukus, 2020. - No. 3. - P.44
15. Shomirzayev, M.Kh. (2019). The ethical characterics of traditional embroidery of Fergana valley people. European Journal of Research and Reflection in Educational Sciences, 7 (12). - P. 57.
16. Torrance E.P. Guiding Creative Talent – Englewoodcliffs. N.V.: Prentice–Hall, 1962. – 250 p.
17. Wollach M., Kogan N. Modes of Thinking in Voung Children. N.V.: Holt, 1965. – 222 p.

Journal Zone Publishing, Ilford, United Kingdom