

The Method of “Teaching” is Used in the Educational Process

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Annotatsiya: In the process of teaching engineering graphics in educational institutions, it is required to determine the conditions and pedagogical and psychological factors for the development of student creativity. Let's compare these values in degrees.

Key words: creativity, pedagogical system, development, inventive, intellectual, education, psychological-pedagogical, idea, modern society.

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The intermediate level – retrieval activity-separates the student from memorizing and retelling the material, making it Sample-specific.

High level-interpretive activity-this is when the student's attempt is manifested to realize the studied material, to divide it with certain concepts, to apply knowledge in a new new setting.

The highest level - activity at the level of creative search – is characterized by the interest and effort of the student to find a new solution to the issue.

The main focus should be on improving student creativity, ensuring the quality content of educational programs, introducing modern teaching aids. To organize work in these areas, it is necessary to combine the existing mechanisms of the search and support of creative students into the national system of identification and development of young talents. This requires strategies to develop engineering creativity. Creativity is thought of as an untrainable science, which is almost like the talent of an individual. However, there are no rules for creative thinking. The educational environment leading to creativity with their context and specific problems to solve, emphasizes the formation of the role of social approaches to creativity. The development of creativity is influenced by personal and situational factors. In addition,” engineering graphics " shows the importance of providing students with problem-solving contexts in the curriculum for creativity. Therefore, let's look at what strategies can be used to develop creativity

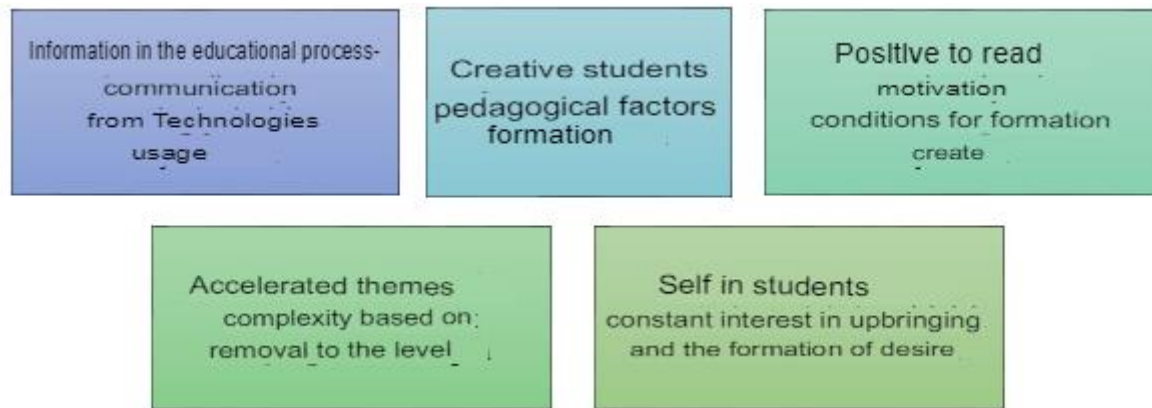
Objects of the process of developing creative research of students in the process of teaching drawing science:

- educational process;
- theoretical issues of Education;
- design-based educational process management technologies, the process of designing and organizing lecture, practical and laboratory classes, the process of forming a personal and professional information field, the educational process of extracurricular educational institutions; the process of organizing the discovery of problems and their solutions in the field of Education; Educational Management and the organization of the pedagogical process;
- research processes for teaching drawing science, processes of spiritual and educational propaganda work.

Creative students can be achieved by forming pedagogical factors in the well.

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Taking into account situational and personal factors, the teacher should apply the appropriate system of education and upbringing, aimed at identifying and further developing the creative abilities of the individual, which may arise from the following pedagogical requirements.

The complex of activities aimed at developing creative research of students and their orientation consists in the appearance below.

Motivative orientation-motivation is derived from the word "motive", which means the needs, desires or motivations of a person. Motivation is the reason why you start, continue or stop behavior at the same time. Motivational states are usually understood as forces that create a predisposition to gloomy goal-oriented behavior. A paradigmatic mental state that provides motivation is desire. In the development of creative research of students, the assessment of the level of knowledge is carried out through reflective evaluation, being one of the main stages.

The method of "experienced teaching" helps to deeply master the science of engineering graphics on the basis of practice and strengthen the interests of students, to increase cognitive activity, to form the ability to quickly receive information (educational information).

In the process of teaching engineering graphics, the method "experienced teaching" is aimed at the gradual systematic design of the level of knowledge based on the creation of visual and problematic situations in practice in shaping creativity in students through an innovative educational environment. As we know, the most relevant treatment and possibilities of the current day go back to raw technologies. Therefore, the most basic task is aimed at achieving creativity by properly directing existing technologies. The method of "experienced teaching" consists of three systems: personality, field of activity (general practices, values, knowledge) and teachers, that is, a society of people who carry out their professional activities in this area. In my opinion, experience is the development of a series of ideas that can be options for solving a particular problem. Based on experience and knowledge, a person chooses the most correct solutions, and it eventually becomes the final product.

It also states that creative ideas can be identified by applying certain measurement parameters. Of course, to carry out such a process, not only experience and knowledge are needed, but also a number of certain abilities and qualities. The method of "experienced teaching" is indicated precisely by evidence of the validity of drawings or thought-out projects carried out in experiments, which is considered an extremely important issue in the field of engineering. The asasiy backbone of the "experienced teaching" method is an enterprise belonging to the field of engineering, manufacturing firms, in which it is possible to obtain basic knowledge in practice. On the basis of this practical experience, they also occupy the theoretical knowledge of science. First of all, we will consider three levels of analysis in the method of "experienced training" step by step.

This approach is the concept of how to achieve creativity in the context of students, groups and organizations in the creative process.

It is usually the idea that creativity consists of reassembling elements in a new style from an existing knowledge base to produce a new idea.



Analogical thinking: proposed as basic structures that lie on the basis of practical tasks, in which students transmit information from existing categories and use it to build their new ideas. Using analogies, an individual or group can often find a new understanding and approach to the essence of the problem. To implement this technique, students are deliberately asked “what else is there like this?”, “What did the others do?”, “Where can I find an idea?” and “what ideas can I change to solve my problem? it is recommended to ask questions like”.

Mind map: mental attack and checklist are ways to develop ideas. The mind map serves as a tool for systematizing ideas. Now it is assumed that a huge number of different methods can be used when implementing student ideas. The student can connect with small networks to develop a novelty that will illuminate these concepts based on images, words and symbols of Ideas, Ideas and reflections that the students themselves imagine. Such an appearance of thinking helps to think about the subject in a global, holistic sense and increases mental capacity. Intelligence maps are hierarchically structured and produced.

Mental motivation: it means putting ideas on the subject in between. It is recommended to the student as the best use of problem solving in the internship process. Four Basic Rules of mental motivation are given:

1. Criticism is rejected (support of the principles of delayed judgment);
2. Welcome (different ideas to encourage originality);
3. Quantity required (quality aspect);
4. Combinations and improvements are sought (to listen to other people's ideas and improve through a combination of additional concepts or ideas);

Morphological analysis: morphological analysis is well known in engineering drawing. The problem is divided into functions to be executed, or even alternative ideas created for other small functions. Therefore, there are many possible solutions to the problem created from the number of substitutions of solutions for each function. For students, the challenge is to choose the best of the large number of options available, and in practice, after several acceptable solutions have been found, the search is quickly stopped.

The tools considered above serve as examples that the facilitator can use in engineering classes.

Auxiliary personal characteristics on the method of "experienced teaching", the desire for creativity increases in originality. Such creative students manage themselves. They open up new ways of illuminating their ideas and founders and halting their attitudes. Students are encouraged to motivate to create independence and learn new things to enhance the development of self-management processes. Organization of the educational process, which is a priority in the field of accounting for these peculiarities.

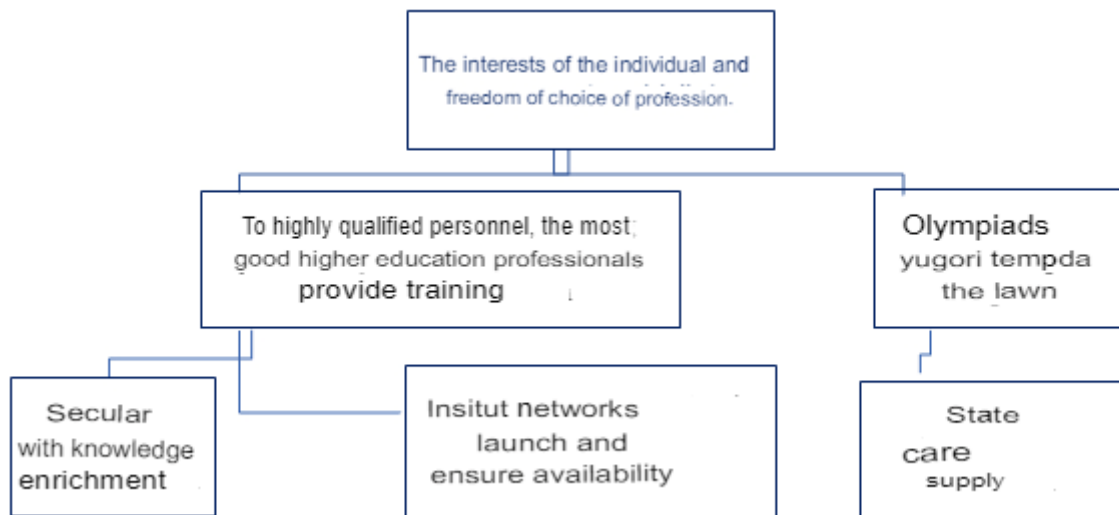
In the research period, topics in small groups based on the method of “experienced teaching” (“drawing tools, objects and compounds, information about drawings”, “projection methods and layout of drawings”. A presentation was held on the” clear image“,” views”, and the result was assessed on the basis of selected criteria. The use of the” experienced teaching " method and the use of information communication technologies make it possible to achieve effective results. Personality-oriented education is also one of the most effective methods for freethinking a student and fluently expressing his opinion and ideas. In this case, the student is in the main center, the teacher puts the attitude towards the middle, and each student is required to respond positively to the mule, to find and mature words that will motivate their search.

We must not forget that imagination is in the main place in each area. The science of engineering graphics in particular is considered very important in this regard.

Materials on educational didactic provision for the development of creative research of students in the process of teaching engineering graphics are widely covered in paragraph 2.3. The model shows a high level of creative search, creative students as the final result.



Tamoils of the creative student development system



Encourage project and research activities for students' self-awareness, including within the framework of industrial projects and programs; support professional skills competitions based on public-private and social partnerships; develop forms of support for winners and laureates of intellectual and creative competitions to those who have trained them in teaching communities and institutions; the formation of a system of assistance to the employment of graduates of higher education institutions who have demonstrated their high ability in the selected specialty in leading local scientific and scientific and educational organizations, high-tech companies, institutions; it is necessary to involve promising young specialists in work in leading local companies and enterprises.

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