

LEARNING THE TECHNOLOGY OF COLLECTIVE CREATIVE WORK IN PRACTICE

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Abstrakt:

This article takes into account the formation of a mature person, his acquisition of a suitable profession, his ability to contribute to the development of society, to live and thereby manifest his identity in society, that is, to mature as a person. The pursuit of perfection is a complex process that takes place together with the professional formation of a person and lasts almost a lifetime. In a broad sense, professional formation means that a person receives education in a certain profession according to his mental abilities, physical capabilities, abilities, interests and aspirations for this or that field, as well as values and worldviews, and then enters and adapts to this field. finally, it is understood that he will develop into a mature and qualified specialist over the years, and his main criterion at the current stage of quality education is to study the technology of collective creative works in practice.

Keywords: organization of collective creative work, student, bliss, technology, brainstorming.

Innovative processes in the social and economic life of our independent Uzbekistan, in turn, require radical changes in the field of education, that is, the need for effective use of interactive technologies by every pedagogue and specialist in their fields is emerging. . Therefore, the use of interactive technologies in pedagogy is one of the current and promising issues of today. Because it is possible to increase the quality level of education and achieve high efficiency by using interactive methods in the education of students without being limited to traditional teaching methods. For this, teachers need to have the skills to use interactive types of teaching in their classes.

When starting to learn a new topic with students, the teacher always has a question: how to choose a method, what didactic materials should be used, what methods can be used to effectively solve educational tasks? In order to achieve the pedagogical goals of each type of training, the teacher must mobilize his intellectual potential, use advanced pedagogical experience, and finally, choosing a method should become a real creative act.

In general, the choice of the method is determined by the didactic goals of education and training. However, in different pedagogical situations, the types of activities between teachers and students change and alternate. Naturally, in accordance with these types of activities, teaching methods should also be compared. The choice of methods and methodical methods in the teacher's preparation for a new subject means balancing their exchange in terms of time and didactic purpose. As a result, conditions are created to ensure a high level of mental and practical activity for students. Correctly used methods deepen the knowledge of objective reality and increase the overall and scientific-theoretical level of training.

The purpose of the technology is to help students to develop skills of creative activity and the ability to organize collective creative work, to help them learn about different forms of collective creative work.

Training procedure. This technology is appropriate if it is used in the educational process after mastering the theoretical material on the topic "Organization of collective creative work" and after conducting a conversation on this topic and a game called "I am the organizer of collective work". will be

1. To use technology in the educational process, at the beginning of the lesson, the teacher talks to a group of students on a pre-tailored topic and gives them the opportunity to choose one of the proposed topics. For example, topics such as "Uzbekistan-my country", "The nature of my beloved country", "National traditions and customs", "My school", "My class" can be taken.

2. Pupils try to choose one of the topics suggested by the teacher. If they cannot choose one of the topics, then the teacher himself suggests one of the topics.

3. In order to give a task to the group, the teacher gives them the following idea and invites them to think about it:

Assume that you need to provide information to people who are not familiar with your school's activities in such a way that this information covers the most important and interesting aspects of your school and its activities. Of course, in order to conduct such a conversation and arouse interest and enthusiasm in them for your school, first of all, you will make a logical sequence of the conversation, that is, a plan.

So, let's make a general plan of our oral story at the beginning of our training. Where should we start the story we want to tell? What sequence should it consist of? let's find answers to these questions.

4. After the introduction, the teacher, using the "Brainstorming" method, writes down all the free thoughts, opinions and ideas expressed by the participants of the training on a piece of paper or on the board of the classroom. After the joint discussion, the students approve the single plan of the conversation. Because this structured plan-project is similar to the pages of a small journal, that is, a kind of oral journal, the teacher suggests calling this conversation - "oral journal" and asks the students to look at this oral journal and asks them to name each of its pages.

5. To start the next stage of work, the participants are divided into small groups.

• 6. The teacher suggests that the groups look at this particular journal, that each page and journal should be given a common name.

7. The groups are then given the opportunity to choose one page (either by drawing lots or by choice), and each group begins preparing to reveal the content of the page they have chosen.

8. A specific time is set for preparation. During the preparation, the groups determine the methods, forms, execution and presentation of the content of the page they have chosen, and start preparing for the tasks.

The pages of the oral journal on the topic "Our school" can be named as follows (the plan, which was agreed upon by the groups during the general discussion, should be approximately):

1. Page. Business card of our school (description, emblem, motto, profession, brief history, etc. - presentation in the form of a literary and musical composition).

2. Page. "Study and work live together" (exhibition) about the life and work of students.

3. Page. "This is me and these are my friends" (staging, jokes, humor, parody, etc.)

4. Page. "Beauty and fashion" to show (demonstrate) the dressing culture of students.

5. Page. "Our school in the future" (visions of the future in the form of a fantastic project).

Performances and demonstrations prepared by the groups are carried out in the order specified above.

Performances of the groups are carried out sequentially, and as much as possible, the participation of all group members in the performance of the groups is in accordance with the purpose.

After the group presentation, the teacher discusses with the students the positives and negatives of the pages presented by the groups, wondering what the activity taught them and what they learned. The teacher gives the necessary recommendations and insights, and then concludes the activity.

In short, this technology allows students to think freely, share their opinions in small groups, and increase the effectiveness of their lessons.

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