IMPROVEMENT OF STUDENT CREATIVITY DEVELOPMENT BASED ON SOFTWARE EDUCATIONAL TOOLS

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Abstract

Scientific research for the training of future teachers; design and construction; production; organizational management; types of use, service, and pedagogical activities are provided. This article gives an idea about modular and their improved options.

Keywords: innovation, electronical mediabooks, IT technologies, modul, development.

Introduction

Qualification requirements include: scientific research for the training of future teachers; design and construction; production; organizational management; types of use, service, and pedagogical activities are provided. The purpose of this: one of the effective ways to develop the creation and implementation of software tools is to teach the subjects that teach their creation based on the requirements of the time. In the model, the goal of improving the methodology of developing students' creativity based on software training tools, the didactic, organizational-methodical features of using software training tools in forming future teachers as innovative, creative thinkers based on didactic approaches and principles were studied.

Main Part

Development of software educational and methodological support of general professional and specialized subjects taught in higher education, development of students' independent and creative work skills by programming objects of technological processes of practical training, ideological, scientific, visual, systematic presentation of educational materials, consistent presentation of educational information, the purposeful and consistent use of methods, forms, tools and technologies that develop creative qualities, as well as the creative use of information technology opportunities in the organization of pedagogical activities, the skills of developing methods and mechanisms for monitoring and quality assessment of production processes related to the creation and use of modern information technology systems covers According to the didactic features of the professional competences of future teachers, they were divided into methodical-organizational, technological-process and creative types [3].

Methodological-organizational creativity, development and use of teaching-methodical documents, technical means of teaching necessary for teaching future teachers; regular self-improvement in the system of methods, tools and forms of teaching science and pedagogical activities as a result of independent education and creative research; use of modern information and communication technologies, etc. includes skills.

Technological process competencies include "constructive-technological activity": not only technical-constructive, solving creative issues, but also their implementation through experience. An important aspect of this approach is that the student works almost in real production conditions. Creative competencies consist in organizing lessons based on the development of creative thinking of future teachers. Designing and modeling in the classroom can be compared to a certain extent with the activities of qualified professionals. Because the process of designing and modeling modern

products in production conditions also consists of the following stages: the birth of a creative idea, the setting of appropriate requirements, the production of the draft design and its discussion, the production of the technological process, the selection of the necessary materials and tools, the creation and testing of the product. and implies adjustment of its shortcomings [1].

Innovative technologies: on the basis of the concept of blended learning (mixed education) to further strengthen the education given in the classroom for independent learners of "Informatics" as well as students, to facilitate work on oneself, to set one's own rating, to master 80-90% at any time using personal mobile phones or pocket computers allows to achieve the result. The program differs from other mobile applications by its ease of reading, comprehensibility, incorporating all the necessary information, the preparation of teaching and control tests for each subject, and the fact that it is designed for all Android devices [2].

The concept of blended learning is defined by the Glayton Christensen Institute as follows: Blended learning (blended learning is a modern educational technology that combines brick and mortar education with online learning (e-learning) and It assumes independent control of the speed, place, time of the learning process and the integration of learning experience with the teacher and online. Blended education combines traditional and distance learning technologies. This educational technology does not require abandoning traditional education (Brick and Mortar Education), because full education (reading) develops important speech and socio-cultural skills. In English, the term Brick and Mortar Education (brick and mortar) means traditional, "Used over a long period of time". Brick and Mortar Education refers to the traditional model of education. The wheel of Logical reasoning technology turns students into logical thinkers of the learning process. This innovative technology makes it possible to sharpen the mind, strengthen memory, creative approach to the process, and increase the intellectual potential of students. Educational content and process: The process of forming the competence of independent learning of educational material based on software educational tools in future teachers of technology is purposefully organized by the teacher and carried out under his control [4, 5].

Conclusion

Based on the above, the organization of classes in the field of informatics and the use of demonstration methods have been found to be highly effective in scientific research, especially as a result of virtual demonstration of work activities, it has a positive effect on the formation of professional knowledge, skills and qualifications of future teachers.

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