METHODOLOGICAL CAPABILITIES OF" EXPERIENCED TEACHING " OF THE DEVELOPMENT OF STUDENT CREATIVITY WITH THE HELP OF COMPUTER GRAPHICS PROGRAMS

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Annotation: *it is known to us that bringing creativity to a higher level and supporting will be the impetus for the development and rise of education, the emergence of innovative ideas. Clear objectives in this regard should be provided with a guide in the rock landscape and orientation. Developing the technology of creative research based on the creation of visual and problematic situations, as well as developing the method of "experienced teaching", it is advisable to develop several methods in increasing creativity from the "science of Engineering and computer graphics"and add massively to the increase in cognitive potential.*

Keywords: *experienced teaching, innovative education, talent, development, problem education, ability, activity, creative.*

It is the most favorable period for the beginning of the development of the entire variety of human abilities in the gradual systematic blurring of the level of knowledge based on the creation of visual and problematic situations in the formation of creativity in students through an innovative educational environment, and in the development of the method of "experienced teaching", a person begins to develop The more favorable conditions they are closer to the optimal, the more successful the development begins. If the onset of maturation and activity (development) is timed, synchronously leaves, and conditions are favorable,

development proceeds easily - with the highest acceleration. Development can reach its peak, and the student can be talented, talented and bright.

It is recommended to use new technologies in the educational process, choose technologies according to the content of the topic, the goals of the lesson, the level of training of students, the possibilities of meeting their educational needs, the age category. The most favorable period for the beginning of the development of the entire variety of human abilities in the gradual systematic design of the level of knowledge based on the creation of visual and problematic situations in the formation of creativity in students through an innovative educational environment. The more favorable conditions they are closer to the optimal, the more successful the development begins. If the onset of maturation and activity (development) is timed, synchronously leaves, and conditions are favorable, development proceeds easily - with the highest acceleration. Development can reach its peak and be capable, talented and bright.

Loss of development opportunities is an irreversible process. The time interval between the moment of maturity of the structures necessary for the formation of creative abilities and the beginning of the targeted development of these abilities leads to serious difficulties in their development, slows down its pace and leads to a decrease in the final stage.

Currently, the urgent problem of university education is to increase the professional training of graduates of the pedagogical higher educational institution. The need for the pedagogical profession, for its creative nature, is primarily associated with its high social significance and originality - the personality of the student, which has formed his personal identity. It is precisely the perfect formation of students of the modern period that is becoming a Talb of time. It is necessary to insist that ensuring that students are free-minded, able to interpret their knowledge fluently, and paving the way will stimulate the development of the potential for creativity. To do this, it is necessary to use modern programs and, on this basis, raise the level of knowledge of students.

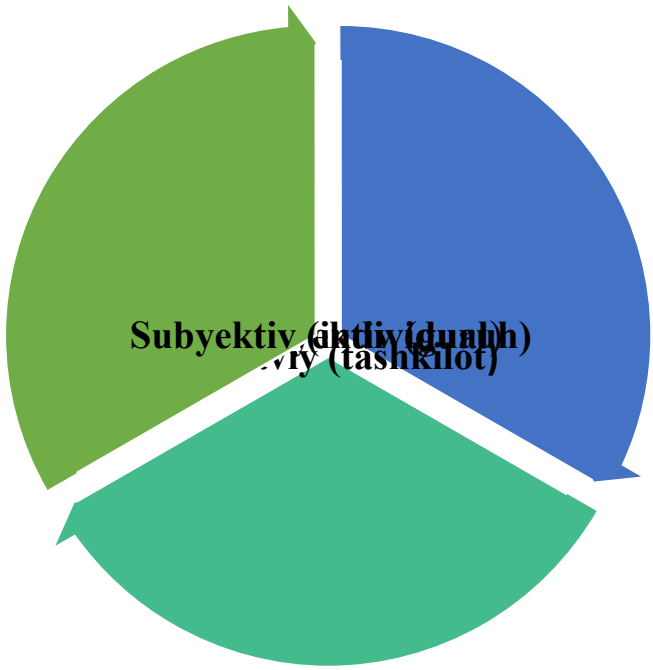
Problem education technology, like other technologies, has pros and cons. Advantages of problematic teaching technology: helps not only to acquire the necessary system of knowledge, skills and qualifications by students, but also to achieve a high level of their mental development, to form the ability to independently acquire knowledge through their creative activity; develops interest in educational work; provides the results of continuing education.

Conducting problem education technology in small groups was carried out in several stages. At the first stage, each student draws up a set of questions that are interesting to him and proceeds to search for answers to these questions. In the second stage, the members of the group give assignments to the student based on what topic it is and make a plan to complete this topic. These tasks are initiated by validation and execution between the group members. In the third stage, each member of a small group is traced in the path of completing a task that concerns himself: collected information, summarized the data, analyzed it, came to the final conclusion, exchanged views with the groupmates, revised the conclusion based on their feedback. In the fourth stage, each member of the group produced a report on the outcome of the search. At the fifth stage, a presentation of a small group is prepared based on reports. In the sixth stage, the activities of each group in the team are evaluated. Interactive teaching methods can be used purposefully. The introduction of the model in the development of creativity there is an opportunity to achieve effective results based on the method of “experienced training” and the use of several interactive techniques.

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 technalogies. 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 introduced the concept of how to achieve creativity in the context of students, groups and organizations in the creative process.

1.Subjective (individual) – perception that corresponds to the self-thought style directed at the student is thought and evidence in “engineering graphics” science aimed at achieving creativity by using effective exercises and creating a suitable environment to enrich the imagination of students. Starting with a direct instruction on the use of reasoning tools, then entering as a task that they need to know how to use tools accurately and efficiently to facilitate the formation of ideas.

2) intersubjective (group), these higher analyzes aimed at strategic creativity include: analogous thinking: situations arise and make the right decisions, comparing with specific processes that are connected to each other. 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.

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 mativate 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.

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.

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. In addition," engineering graphics " shows the importance of providing students with problem-solving contexts in the curriculum for creativity.

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