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Research Article

SOME ASPECTS OF INTERDISCIPLINARY INTEREST OF SCHOOL STUDENTS IN NATIONAL CRAFT PROFESSIONS

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ABSTRACT

This article provides a solution to some aspects, conditions, forms, methods, tools and possibilities of interdisciplinary interest of schoolchildren in national craft professions.

KEYWORDS

National, profession, school, craft, hobby, student, technology, creativity, perspective

INTRODUCTION

In our research, it is a responsible aspect to describe the researched problem by means of its own categories, to interpret terms and concepts, to determine their current level of development, and to predict their future prospects. The problem of designing students' creative activities related to national handicrafts in technology education is no exception.

The problem of psychological-pedagogical factors of designing students' creative activities related to national crafts in technology education is a modern direction that appeared in science about half a century

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ago. The literature devoted to it is increasing rapidly from year to year. According to the Australian Alphabetical Catalog, in 1988, the number of articles on the problem of educational design alone was eight times greater than the total number of articles published on all areas of pedagogical technology problems [1].

The central issue of the problem of psychological-pedagogical factors of designing students' creative activity in technology education is psychological, pedagogical, didactic, methodical programs that comprehensively cover the essence of "educational content and creative education", "teaching activity and educational design", "student activity and creative activity" systems. consists of justification. In project education, it is necessary to use the results achieved in the fields of modeling education, creating a comfortable psychological environment for reading and learning, as well as the next achievements of the science - individual-oriented educational tools, designing students' creative activities.

Currently, psychological, pedagogical, didactic, methodical, technical and technological researches in this direction are being conducted on a large scale in economically developed countries, including the USA, England, Germany, China, Japan, Canada, Australia, South Korea, and Russia. Although the problem of designing students' creative activities related to national crafts in technology education has been discussed in the scientific literature for several years, the solution to this problem remains open. Opinions expressed on this issue in the last decade differ not only in content or form, but also in their main ideas.

The problem of psychological-pedagogical factors of creative learning of educational content is analyzed in the system of "pupil and educational material". In this way, we can separate the interaction between the student and the educational content, and describe in detail the relationship between the components. At the same time, the analysis of the interaction first in terms of the student - reading activity, and then in terms of educational material - educational content expands the possibilities of interpreting its processual and instrumental features.

Studying is a social task assigned to young people in the social division of labor. All young people living in the territory of our country, whether they are studying in general education schools or higher education institutions, are engaged in the same activity - studying. Because of this, learning is considered as a collective subject activity. In the interaction of reading and learning material, it is necessary to distinguish two situations of learning: the passive situation is traditional reading-learning. In this direction the reading is based on the teacher's verbal explanation and is intended for memory; an active situation is a creative study of educational content, based on the independent mental activity of students [2].

Studying the educational content of students' creative activities related to national handicrafts is like reading a work of art written with a very delicate taste, and arouses in them a sense of interest in the topics being studied. Interest in learning subjects creates motivation, emotion, wonder, and cognitive needs. A person "goes from need to thinking... from the dynamics of thinking to the dynamics of behavior" [3]. In the synthesis of external influences and internal affects, the student begins to design creative activities related to national crafts. The achieved result is formed as a product of independent mental activity, thinking.

In the system of interaction between learning and learning material, two types of relationships are distinguished: student and learning material; student and real being. The first of these relationships occurs

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between the reader and the symbols (eg, a painting, visual art, technological map). Because every educational material is materialized in graphic form. The second type of relationship occurs between the reader and the real entity. Real entities mentioned in educational materials are the field of educational subjects.

From the point of view of relations, reading activity is a two-stage process: 1) collision with conventional symbols - in this process we note two different changes: a) coming to a conscious state of symbols due to the influence of the student; b) changes that occur in children under the influence of conditional signs - understanding the signs, the graphic content of the task given through them; 2) move the graphic content given by means of conditional symbols to the relevant field. In this process, we note two different changes: a) under the influence of the student, the transformation of graphic conditional symbols into their own content, understanding of which field of activity the text belongs to - the subject of study; b) changes in the student's mind under the influence of graphic conditional symbols - understanding, thinking, analysis, synthesis and evaluation.

Therefore, in the theory of pedagogy, studying signs (for example, painting, fine art, technological map), describing its characteristics, analyzing the relationship between the sign and the content it represents is a methodological problem that awaits its researchers. Two of these changes - "a, a" are formal changes, and two "b, b" are content changes. Formal changes are educational

in the material, content changes occur in the student. Changes in the content of the students during the creative learning of the educational material have a didactic value. After all, analysis of content changes and their essence is a problem related to the didactics of creativity [4].

Various connections apply in the process of the meeting of the reading activity with conventional symbols and the transfer of their content to their field. In essence, connections are divided into two groups: negative connections, positive connections. Negative connections are connections that hinder effective learning and prevent students from understanding content connections. They are related to the informational aspect of the educational material. Not understanding the purpose of educational acts, not understanding the connection between knowledge and real existence, not being able to distinguish the method of activity related to educational material, not understanding the difference between some concepts, terms, expressions in the rules and definitions, not being able to transfer the learned knowledge to educational and life situations are among the negative relationships. By eliminating negative associations, the effective course of the study activity is predicted.

By reducing negative relationships to the extent possible and increasing positive relationships, students' learning activities are intensified. That is why it is extremely important for all people engaged in pedagogical activity to know positive connections and classify them - both researchers and teachers.

We distinguish the following connections between the learner and the learning material.

1. Meaningful communication. Educational materials contain information about nature, society and human thinking - information, descriptions of the characteristics of things and phenomena. Remembering, re-remembering, and applying knowledge and activity methods to different educational and life conditions are the specific stages

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of bringing this or that educational material into education in a certain consistency. Science of technology students have a tendency to absorb small amounts of information. In order for the student not to turn away from independent activity and useful results, knowledge should not be extensive [5].

Therefore, technology science has great opportunities for creative teaching of knowledge in small portions. Knowledge of the subject should be taught separately through an analytical method ending with a synthesis. The smallness of the information and the frequent monitoring of their assimilation leads to an increase in the effectiveness of primary education.

2. Targeted communication. This type of communication is determined by the nature of the educational material. In didactics, "why is it taught?" If we start to think about the traditional question, we will see that the purpose of communication is recognized as one of the most ancient communication. Purposeful activity plays a positive role in the child's personal development. Also, being able to set a goal for oneself, striving for the set goal is one of the factors of educating students' creativity.

The understanding of the learning goals of technology students is mainly achieved in two ways: understanding the goal by interpreting the learning material, problem, task, independent work. In this case, mutual understanding of the teacher and the student allows to understand the purpose of the studied educational material. The students themselves understand the goal by encountering the educational material, setting problems, assignments, and noticing the difficulties in the process of solving them. The second way to understand learning objectives is an effective, but also dangerous, way. Because a student who faces mental and practical difficulties may incorrectly determine the goal and abandon the goal. As students' independent work skills improve and their thinking develops, this risk decreases.

3. Functional communication. "Any object is interesting because of its existence, its place among the things that surround us. This is a phenomenon that corresponds to the goal-oriented nature of human activity. When we meet a new object for the first time, we begin to think about its function [6]. Therefore, the functional description of a problem or system is in the first place should stand" [7]. Realizing the necessity of the system, determining its location, assessing its relation to other systems depends on functional analysis. Each educational material performs certain functions in the student's activity.

Conveying the functions of the studied subject - objects to the students is important in education in two ways: the received object - to determine the relationship of the subject with previously studied or now analyzed objects; predicting that relationships between different objects hold. If the student can distinguish the functions of the studied concepts, he can clearly imagine the connections and relationships between these concepts.

4. Mediated communication. Every piece of knowledge learned in school embodies two things: information about an object; method of operation appropriate to the object. In the current traditional pedagogical practice, because the learning of subject knowledge is in the first place, methods of activity are not given enough importance or methods of activity are completely ignored. In fact, knowledge and methods of activity are two sides of one thing - the studied object.

It was concluded from the research that the creative organization of education requires making changes in the way of substantiating the problems of students'

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creative learning of subjects and using them in practice [8]. In our scientific research, based on the essence of the research subject, we chose the principle of moving from the methods of activity to the information related to educational materials.

The content of a number of categories related to the concepts of "creativity" or "creativity" has not yet been fully explained. Such categories include concepts such as "creative activity", "creative ability", "creative process" [9].

Philosophical aspect of creativity, if creativity is a product of thinking - authenticity of discovered knowledge, their compatibility with existence - nature, society, thought phenomena, compatibility of theory and practice,

Sociology deals with the social spheres of creativity - encouraging creativity, directing it, eliminating obstacles on the path of creativity. Similar to the above, physiology and cybernetics also have fields of creativity: if physiology analyzes the phenomena of higher nervous activity - the principles and methods of nerve cells in the process of creative thinking, then cybernetics approaches the study of creativity from the point of view of information processing.

Psychology and pedagogy also have perspectives on studying the problems of creativity: while psychology deals with the issues of how the product of creativity in one or another discovery - the newly discovered regularity of thinking works, according to which characteristics it is achieved, pedagogy studies the issues of training creative abilities in young people, cultivating a creative personality [10]. In our opinion, the psychological and pedagogical approaches complement each other in the study of creative problems: just as it is impossible to educate students' creativity without studying the possibilities of creativity, it is impossible to learn the functioning of creativity mechanisms without developing the purpose, means, conditions, organizational form, and methods of creative activity.

The following mechanism for organizing the creative activity of students' creative activity related to national handicrafts was proposed.

Creativity has two values in human life: social value and personal value. Social value is the importance of the creator in the field of development of society, increase of material and spiritual wealth, improvement of production tools and means. Personal value means the development of the human personality of the creator, education of thinking, ways of thinking, preparation and training of young people for creativity.

Designing creative activities of students in technology education fulfills a number of tasks in the teacher's activity during the educational process.

1. Comment function. We witness teachers entering their classes and giving different interpretations of the same learning material: one teacher explains the learning material in a popular, popular form, while another teacher explains the topics in "heavy language".

2. Foreknowledge (predictability) function. A creative teacher can notice the intended result of education in advance, clearly and correctly chooses the goal and means of achieving this result, and knows how to determine the organizational forms suitable for increasing the effectiveness of education. A teacher who can foresee the result of pedagogical practice in his work can set tasks, problems, and questions for students that they can complete. Also, in the activity of such a teacher, it is necessary to anticipate the difficulties that may occur in the learning of students

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during the educational process, to determine the measures to eliminate these difficulties, to develop the necessary tools for education, and to select the methods that meet the requirements of increasing the effectiveness of education in advance.

3. The function of designing education according to students. The educational design process is carried out in the form of interaction of three interrelated components: design activity (teaching), design subject (learning material), design tool. Education can be designed in different forms: in the form of speech. This view of educational design is currently the leading form. Designing education in the form of a system of problems or tasks. Didactic projects of this type meet the requirements of students' creative mastering of educational materials, and consequently, the development of their creative abilities. Different models of education - ready learning of knowledge, problem-based, task-based forms are also considered a design product.

4. Teleonomic (Greek "tele" - purpose, "onomic" - naming) function. Currently, the development of educational goals and their system has become the most urgent problem. The introduction of the ideas of educational technology into the pedagogical practice, the decision of the technological approach to education leads to the formation of a new principle of determining educational goals.

5. Programming function. Preparation of lesson notes and educational benchmarks, quarterly and annual plans, analysis of shortcomings in programs, making additions to textbooks is a characteristic of the activity of a creative teacher.

6. Decisiveness (Latin "decusio" - choosing solutions) function. Making assumptions about solving pedagogical problems, being able to choose alternative ways, means, organizational forms, and principles for solving them are functional qualities characteristic of the activity of a creative teacher.

7. Axiological function. Being able to analyze achievements and shortcomings in the work of one's colleagues, creativity in finding ways and means to increase achievements and reduce shortcomings [11].

When analyzing the issues of organizing the educational content and learning creativity as a process, it is necessary to think about three components: teaching (teacher activity), reading (student activities); educational content (educational material) brought to the classroom for learning. There are various relationships, connections and relationships between these functional features and components. In order to visualize them more clearly, Figure 2 is presented. The relationship between teaching and learning activities is the most ancient, genetically primary, invariant connection.

First of all, the connection between teaching and learning is the research subject of didactics. In addition, he participates in all didactic events - educational content, educational tool, principle, method, organizational forms. When the relationship between teaching and learning ceases to exist, education as a social institution disappears. This relationship applies in the form of various relationships.

In the organization of creative mastering of educational content, we encounter a completely new situation - separate understanding of educational goals, in the process of solving problems and assignments based on the perceived goal. Therefore, the creative organization of technological education accelerates the mutual understanding of the subjects of education - the teacher and the students, and

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ensures the effective completion of education and the conscious process of studying.

There are also a number of connections between the teacher and the learning material: the learning material changes under the influence of the teacher. As a result of this change in the future, an educational model will be created that will be implemented in cooperation between the teacher and the student. If in traditional education, the teacher plans to tell the educational material to the students, in creative education he prepares the problem, educational tasks, thinks about their coordination with the real knowledge possibilities and thinking of the students. This, in turn, increases the effectiveness of education and creates a basis for nurturing creativity in students.

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