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## Technology Of Training, Aimed At Developing Creative Working Skills In The Training Of Primary School Teachers

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### ABSTRACT

This article highlights the organization of lesson classes, strict adherence to the printouts and techniques of teaching, taking into account the age, level and ability of Primary School students to accept knowledge.

### KEYWORDS

Native language, vocabulary, exercise, education, training, system, problem, active, generalization, reinforcement, non-traditional, interactive, innovative, method, conference, lesson, fiction, multimedia.

### INTRODUCTION

In the preparation of the teacher of primary education, it is important to develop their creative and thinking abilities, to use advanced pedagogical and information technologies in the thorough acquisition of the secrets of pedagogical skills. With the help of modern information and pedagogical technologies and

in-teractive methods of teaching, it will be possible to establish independent education. The criteria for an objective assessment of the knowledge of learners in different types of training, the development of critical thinking and creativity, the creation of methodical work

on interactive education is a modern requirement [9].

Management of the quality of education should be directed to the creation of conditions for effective pedagogical activity and the organization of the educational process, mainly on the basis of Information technologies.

A number of fundamental works have been carried out in education aimed at the introduction of pedagogical and information technologies into the educational process. But the theoretical aspects of the application of pedagogical technologies are covered in this work, and attention to the rules of their implementation is low. On our side recommended new technologies aimed at developing creative working skillstirishga primary education teacher. One of such teaching technologies is the technology of these associograms[10].

## MATERIALS AND METHODS

The method of associograms (memory maps) is a Komplex method of teaching, which facilitates the integration of knowledge into learning structures, relying on educational and psychological foundations.

Didactic purpose. It consists in facilitating the distance from the vision of the working State, activating knowledge, deepening and improving memory.

Methodical purpose. Independently, theeksex knowledge Reserve is used, and the ability to perceive and correctly assess the individual learning situation is developed.

Options: concept map, study map, semantic networks, ontologies.

Signs and basics. The method of associograms is used to graphically display and structure knowledge. This method is inclined to the educational-psychological basis, the understanding of the integration of new conceptions and reflections into existing structures. When applying this method, next ideas and detail masterpieces are shown, as if coming out of the center of the topic, from which in turn the next branches come out.

The concept and method was proposed by Tony Buzan of England in the 70- years. As a starting point of his thoughts, there was an opinion that educators often work with the left hemisphere of the “logically thinking” brain. Therefore, with the help of his method of assotsiograms, he developed a method of working and graphic rendering, which in the same way as students FA both the left and right hemispheres, because this method establishes a reversible connection between imagination-creative thinking and logical-analytical thinking.

Origin. This method is always at hand as a method, when it comes to the demonstration of knowledge, as well as the demonstration of lexical dependencies. So it is especially:

- Development of generalizations;
- Eksex systems display;
- Systematize texts and concepts;
- Review of records or study material;
- Project planning;
- Strengthening and deepening the learning material;
- Useful for assembling and structuring ideas.

Areas of application. In training, different options for the application of this method are given. This method can be used in the development of an individual work, group

work or a topic with the participation of the whole class.

### TERMS AND CONDITIONS

Practical application of the method as an auxiliary means is necessary: White, a sheet of paper without lines, pencils, erasers and colored pencils. Associograms do not necessarily have to be colored, but it is easier to remember information when it is colored. In any case, the associogram can be made on slides, on a flipchart, on a whiteboard or with the help of a computer program.

The order of action in the development of the associogram will be as follows:

1. Theme: write or draw your main theme in the middle of the sheet. Work in album format, this will give you more space.
2. Main branches: the main branches come out of the subject, which are located in the center, they divide the subject into separate areas. In them, keywords are written in capital letters, in which the hyphen will not be longer than the keywords. For better visibility, it is possible to show the importance of the word through the thickness of the line, giving its own color for each main subject.
3. Branches: from the main branches come out branches of the same color, they form additional stages of ideas and thoughts .tiradi
4. Corrections: information that is not important can be taken to the frame and erased with a barcode or eraser.

The course. The associogram can be drawn more clearly and more efficiently with its drawings, signs and different colors. The associogram has never been drawn up to the end, it is still an unfinished picture, new ideas

can fill and develop it at any time. When choosing keywords, it is necessary to go from the abstract to the real and from the general to the special side. If a lot of space is required, the student will have to start from the very beginning and set the topic from the other.

Implementation rules. Here are some punks that you need to take into account in training:

- Giving students time to adapt to the subject;
- Limit the time it takes to draw;
- Allow students to see each other's picture;
- To enable students to present their own associograms, as a result of which further meanings of concepts will be explained and a path will be opened to new associations;
- Put “holes” in the misunderstandings, and then discuss them together;
- Pay attention to the clarity of the letter.

### Strong aspects:

As a result of the use of keywords, attention can be given only to the main things, saving time and space on the sheet for the development of tokens.

Thanks to its appearance, information is processed faster and stored longer in memory.

The associogram finds open spaces: thanks to the graphical view, it is evident which ideas are well developed, and which ones are not.

The associogram method is very good for duplication of material; there is a basic knowledge, it is enough to have an association of keywords to rearrange and remember them.

Encourage communicative processes in separation into working groups.

### The drawback.

No associogram will be perfect at the beginning. For this, it will be difficult at the beginning to draw up associograms, and this will require a set of exercises.

He may face the following difficulties:

- Faced with resistance by the participants (performance print does not correspond to their usual thinking);
- Selected key concepts the characters are individual and may be incomprehensible to others.

Writing exactly one associogram over and over again takes a lot of time.

Comparison of concepts with cross-sectional map method.

If in the associogram in the first place is the concept of "structure", then the concept of "attitude" for the map of lovers lies. It is more relevant to questions about the causes and consequences. Concepts consist of words (terms, concepts, nodes) and arrows (meaningful relationships) to graphically illustrate the structures of knowledge. The location of individual elements can be systematized in the center.

## CONCLUSION

In order to effectively and qualitatively organize the creative work of students, an individual approach is required to the organizational and methodological preparation of the teacher, the need for independent education of educators, the successful performance of their independent work assignments. In the design of the educational process, it is required to develop an educational and methodological provision that ensures the organization of the process of creative education of students from the

disciplines, so that at its base there is an opportunity to apply modern information technologies to the educational process. In the process of creative work, as a result of the development of creative and independent thinking abilities of the educator, skills of systematization of knowledge about processes and phenomena, objects, their in-depth study and adoption of appropriate decisions, practical application of theoretical knowledge are formed.

The didactic requirements for the organization of the creative work of the students, as well as the aspects that should be paid the main attention, were highlighted, forms and types of creative work were brought.

The opportunities of using active methods of education in the development of creative abilities of future primary education teachers were studied and the essence of them was highlighted.

Before providing creative activity in the educational process, there is a need for the level of knowledge of the students, their assimilation and application of the acquired knowledge in practice, analysis of skills and abilities. Because without comprehensively analyzing the acquired knowledge, one can not think about the level of active activity of the educators.

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