

Methodology of Organization of Education and Training

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Abstract. In our article, on the example of technology science of primary school students, the method of meaningful organization of creativity through three directions is discussed.

Key words: Primary education, technology, creativity, ability, creative approach, creative activity, creativity, creative work, creative activity, value, meaningful, organizational, personal.

Starting with a pedagogical approach to education, we will begin to develop learning skills. The following three directions of organization are defined: organizational, meaningful and personal.

The first direction is to take the organizational structure of the organization of the youth with the ability to develop and develop, starting with the lower level and the training section, at all levels of the hierarchy. It is possible to form an organized pedagogical activity in the beginning of the educational process and in general education. This includes the organizational structure of education, means, and pedagogical methods.

The first direction reflects the content of the primary education curriculum. Thus, "Technology" (labour) education, as well as educational, scientific, methodical, and practical attitudes, reflects the concept of the concept.

The subject of this direction (inculcation of creativity) should be completed and the part of the social environment should take it into its own hands, so that it can be used for a long time. Creativity, creativity, work, etc The object and subject of the educational environment is the primary school.

In this way, we are able to develop the practical, methodological, and practical aspects of the educational system in a causal and causal relationship. Organizational, meaningful and creative activity that contributes to Determine the direction. This will allow you to move in, the beginning, the subject of activity of the beginning

Taking into account the opinion of E.N.Shiyanov, we begin with the study of the educational ability, and it is characterized by the type of theoretical or practical activity. good, i.e.: cognitive, value-oriented and transformational (variable).

The process of subjectively changing the initial educational level of the primary school student takes place against the background of his creative approach. Primary education is at

the center of the multifaceted influence of integrative activities in the process of developing creative abilities, which undoubtedly helps to harmonize the development of creative subjects.

The analysis carried out on our side shows that elementary school students have poor academic, methodological and methodological skills. do not do anything. Our research was carried out in accordance with the general goal of developing the creative abilities of elementary school students and the application of the practical curriculum of primary education.

While the theoretical, methodological and methodological preparation phase have agreed upon the general objectives, the following specific objectives have been envisaged:

- formation of a worldview aimed at acquiring creative skills, creative work and moral values;
- the central place of a person in the process of development of creativity, the formation of basic knowledge systems that determine the educational and cognitive direction of creative abilities;
- theoretical training on the methodology of forming a creative approach to primary education;
- to develop creative abilities, to develop the skills of choosing, collecting, processing and using them.

Solving the pragmatic problem of the development of creative abilities in primary education is the interaction of humanities-meaning and natural-technological sciences as well as the way to determine their humanitarian-ethical, creative-practical problems. We can see it. Each discipline, especially "Technology", has its own approach to the formation of the attitude of primary school students to creativity and, therefore, its own pedagogical capabilities. The creative competence of primary education (in terms of its structure, etc.) is formed under the influence of all factors of educational, cognitive and labor: structure, style, character. At the same time, the impact of these characteristics on the development of students is important.

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