PROMOTION OF PRACTICAL TRAININGS FOR THE DEVELOPMENT OF THE CREATIVE ABILITIES OF STUDENTS IN SPECIAL SUBJECTS USING FOREIGN METHODS OF FOREIGN EDUCATION METHOD

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ABSTRACT

The article describes the methodology of using active methods of teaching foreign languages for practical exercises aimed at developing students' creative abilities in special subjects.

Keywords: Technology, models, technological map, cufflinks, exploitation, optimism.

INTRODUCTION

Great work is being done in the socio-economic sphere in our country. Providing developing sectors with qualified personnel is an important social problem. Improving the educational work in educational institutions is an urgent pedagogical task is advisable to pay more attention to the technology of teaching special subjects.

The learning process should be organized in such a way that there is no psychological discomfort, and students should be confident in their abilities. Education is organized taking into account the capabilities of each student. Two grades should rarely be given for the work done, and the student should be given the opportunity to correct it, that is, to change it to a good grade. Extracurricular activities include student counseling, extracurricular activities, cultural and educational activities, scientific and practical conferences based on interdisciplinary links: Science Week, creative work of students on drug and environmental issues, anti-smoking and anti-alcohol propaganda. By activating students' learning and learning activities, it is possible to build and develop their learning opportunities, independent work skills and practical skills [1].

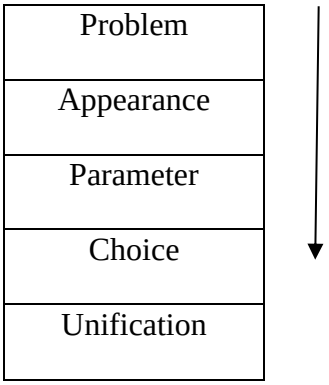
One of such foreign educational technologies is the morphological matrix. It requires only the effective use of active educational technologies and methods in high-performance science. The morphological matrix is one of the active teaching technologies in which the learning problem is divided into several elements, the search for the solution of the problem elements is carried out and as many possible solutions as possible are introduced. The didactic purpose of morphological matrix technology is to visualize the problem. as well as helping to solve the problem by compiling and systematizing. At the same time, this technological approach also encourages creative problem solving. Problem solutions are identified by options [3]

The founder of the morphological method is the Swiss physicist and astronomer Fritz Svikki. The word "morphology" comes from the Greek word meaning "doctrine of form and formation." Each order formed by a particular method is called a morphology, and is therefore also called a "doctrine of ordered thinking." The morphological method is a systematic structural analysis used to find new combinations or different possibilities of solving a complex

or limited, technical or non-technical problem. Therefore, the morphological matrix is convenient for finding gaps for new products, processes and services. In addition, it can be used for analytical purposes, as well as to create innovative processes. The method can be used in both group and individual work. If we look at the morphological matrix formally, it consists of parameters and expressions. In this case, the parameters (what?) Are the variables that occur in all solutions; these parameters must be real independent of each other, be realistic for all possible solutions, and fully cover the problem. Appearances (how?) Are the allowable formatting options for parameters. Possible / permissible solutions are opposed to the function being performed. The scheme of the process of composing a morphological matrix can be as follows. There is a problem that needs to be described.

1. The problem is divided into problem elements (parameters) that are important, independent of each other.

2. For each element, all possible solutions (views) are recorded, regardless of the initial problem. They are written to the right along with the parameters. The main problem is that for each element, the most suitable view is selected independently of each other; Each possible combination provides a solution to the underlying problem for each view from each cell.



3. The optimal solution to the main problem is highlighted / underlined.

Conduction rules

Defining parameters: first make a simple list of possible parameters and process it until the following requirements are met:

logical independence: parameters cannot condition each other;
general reality: the parameters should apply to all solutions, not just a part of them;
importance: accept only reasonable feedback.

Materials and methods

The total number of parameters should be 7-10, the views obtained on their own do not give an optimal solution, but when combined with other views can lead to an optimal overall solution. Students will be able to properly organize the design and manufacture of women's blouses, to think logically, to choose from a variety of ideas and information in the practical training, as well as to respect and express their opinions and to express themselves. activities are aimed at teaching them how to plan their day. Through this method, students become more active and express their ideas. Develop skills such as self-determination, the ability to pass ideas on to others in small groups, or the ability to think for oneself, and the ability to agree with others.

Topic of the lesson: development and manufacture of women's blouses.
Session Objectives:

Educational: To provide students with knowledge and skills on how to make and sew women's blouses, how to combine colors with the selection of floral and non-floral fabrics**.**

Educational: to develop students' self-control, responsible creative approach to work, correct use of equipment to avoid wastage and saving of fabrics.

Type of activity : work in small groups.

Venue: training workshop**.**

Equipment and supplies, **materials:** art table, patterns of sewn blouses, floral and non-floral materials, glue cardboard, special machine, iron, thread, needle, scissors, centimeter, tape.

Interrelation of the course with other subjects: drawing and color drawing, drawing, Handouts: tests, slides, guide. Course II Organizational part. Welcoming students to determine attendance, workplace and sanitary condition of the practice room. The plan is introduced before the training.

Plan

1. Technology of sewing women's blouses.
2. Execution of the technological process sequence in women's blouse.
3. Processing and sewing of small pieces of women's blouses**.**

Students are then asked activating questions.

1. What fabrics are used to sew women's blouses?
2. What is the best betting technology?
3. How many pieces of women's blouses are there?
4. What is the technology of sewing the collar?
5. What types of braids are used for women's blouses?

Answers are listened to by activating students. Organizes independent thinking hearing. Provides guidance and advice. There will be a training workshop with didactic manuals, instructional maps, scientific literature, desks, blackboards, and teaching aids. **Description of the new topic:**

Types, assortment, classification of women's blouses, the most common types and details of sewing are explained to them the process of technological processing, the sequence of work performed. Students should have the following practical skills in the study of this topic: preparation of the collar; most training; sewing blouses and embellishments; design of blouses. Theoretical and practical knowledge of students during the study: types, assortment, classification of women's blouses; collar sewing technology; most betting technology; blouse and sewing ornaments; design of blouses. The teacher gives the basic information on the topic and then the students are divided into small groups. The teacher explains to the students the general content of the lesson, the order of its lessons is carried out using morphological matrix technology and creative tasks. Using morphological matrix technology, small groups perform creative tasks to create a sequence of sewing women's blouses.

Students complete the tasks they need in conscious groups. Relax with the rules of working with the group. Blitz is a method of asking students to organize the sequence of actions correctly, to think logically, to choose from a variety of ideas and information based on the subject being studied, as well as to respect the opinions of others and to make them their own. This method teaches students to independently determine the sequence of actions in the papers distributed to them, to pass their ideas to others or to remain in their own opinion, to agree with others. skills such as [7].

Evaluate the work of small groups
First group

Collar processing

Sign	Shape 1	Shape 2	Shape 3	Shape 4
Form of appearance		Straight collar		
material		Adras	khanatlas	
color	White, black	Green, white	Rainbow color	Black
size	centimeter	inch	ruler	Meter
Unification	On two thread sewing machine	Sticky	On single thread chain machine	By hand, bubble row
Comfort while wearing	For comfort	For sticky		For Beautiful appearance
Extra decoration	ribbon			embroidery

Second group Sleeve processing

Sign	Shape 1	Shape 2	Shape 3	Shape 4
Form of appearance		transplant	Whole cut	Double stitched sleeve
material	viscose	adras	khanatlas	jeans
Color	Red, white	Yellow, white	Rainbow color	Blue
Size	Inch	ruler	centimeter	Meter
Unification	On two thread sewing machine	Sticky	On single thread chain machine	By hand, bubble row
Comfort while wearing	Convenient for exploitation	For comfort	To show nationality	For appearance
Extra decoration	accessories			embroidery

Students complete the tasks they need in conscious groups. Relax with the rules of working with the group. Blitz is a method of asking students to organize the sequence of actions correctly, to think logically, to choose from a variety of ideas and information based on the subject being studied, as well as to respect the opinions of others and to make them their own. This method teaches students to independently determine the sequence of actions in the papers distributed to them, to pass their ideas to others or to remain in their own opinion, to agree with others. skills such as [7].

Evaluate the work of small groups.
Third group blouse Decoration

Sign	Shape 1	Shape 2	Shape 3	Shape 4
Form of appearance	classic	vanguard	romantic	Daily
material	lavsan	jersey	chiffon	cotton
color	White, black	Green, grey	white	Blue
size	inch	ruler	centimeter	Meter
Unification	On two thread sewing machine	Sticky	On single thread chain machine	By hand, bubble row
Comfort while wearing	For wide	For compactness	To show nationality	For Beautiful appearance
Extra decoration	accessories		embroidery	

RESULT AND DISCUSSION

Students complete the tasks they need in conscious groups. Relax with the rules of working with the group. Blitz is a method of asking students to organize the sequence of actions correctly, to think logically, to choose from a variety of ideas and information based on the subject being studied, as well as to respect the opinions of others and to make them their own. This method teaches students to independently determine the sequence of actions in the papers distributed to them, to pass their ideas to others or to remain in their own opinion, to agree with others. skills such as [7]

Evaluate the work of small groups

Evaluate the work of small groups.

1. Based on the observations, the teacher evaluates both the individual achievements of the individual group members and the overall work done by the group. The average of these two values gives the result. This method places great demands on the teacher's ability to observe.

2. Individual members of the group evaluate the individual achievements of all other members of the group. The average of all grades gives an individual grade for each. This method helps students develop self-assessment competencies and balances teacher assessment.

4. The group evaluates itself and the teacher compares it with his / her grade and takes into account 50% in drawing the final result. This method is useful for teaching students assessment skills.

5. At the end of the group work, the content of the group work is checked in writing, and each student receives an individual assessment.

6. The average value obtained from the individual marks for the test tasks and from the assessment of the overall result of the group gives a separate grade for each group member at the end.

We have developed a lesson plan for students' independent learning using the morphological matrix method. The teacher will analyze the different collars, cuffs, and cuffs they are sewing, and have a final interview to tell you what to look for in the future. Performs creative tasks to create a sequence of sewing women's blouses, making small pieces. Technical and occupational safety, as well as the rules of sanitary hygiene provide information about the procedure for making collars, cuffs, cuffs, defects in the work process and ways to eliminate them. Each of the groups is given creative assignments. Each student in the group is given a small creative assignment. In addition, each group of students is given fabric and technological maps to sew the blouse. The group leader distributes the work. Sets the time to complete the sewing. The teacher monitors the students' work. Students who do a good job will be rewarded. Each group of students has to make ready-made collars, sleeves, cuffs, blouses in the allotted time. The teacher examines the finished collar, top, cuffs, ready-made blouses and evaluates them on the basis of certain criteria. The creative approach to the task should be evaluated separately. While preparing the work, the student creates any product or composition as a product of creative work. Student performance can also be assessed as follows: the student did not do the job, unsatisfactory (less than 55%), satisfactory (56-71%), good (72-85%), excellent (86-100%).

CONCLUSION

The scores of the students in the group will be announced and the winning group will be rewarded. The successes and failures of the work are analyzed, the causes of the mistakes are

identified, and ways to eliminate them are explained. Homework is given to complete. Everything in the lab is tidied up. The organization of the lesson on the basis of this method allows students to develop independent learning and creative skills, skills such as independent planning, implementation and evaluation of tasks. The study material is deep and well-grounded.

When using this morphological matrix method, students become more active in learning, are able to express themselves independently, and develop practical skills. During the Design course, each student is placed in front of an envelope with a management question (assignment). Students will search for the answer to the question in the notebook independently. In addition, students can be given a challenging task to work together: "What would you suggest to improve the range of modern clothing?

Imagine that! What other innovations would you suggest to her when you created women's outerwear? How would you feel about the innovation you are proposing? If so, please let me know.

These assignments are of great interest to students. Team members consult and exchange ideas to solve it. As a result, they develop not only practical learning skills, but also communication skills, tolerance and cooperation. In particular, the extensive use of crossword puzzles, rebuses, and puzzles created with students during the lessons helps to strengthen their knowledge, develop their memory and attention. The unique system of knowledge assessment, non-standard forms of lesson organization, extensive use of interdisciplinary connections, ensuring the professional orientation of education, enrichment of educational material with visual examples further intensifies the learning process, independent learning of students. encourages learning and self-control [2].

The peer review method is widely used in test lessons. In this case, the student who has studied the topic very well evaluates the knowledge of others, and the teacher checks the objectivity of his assessment. This, of course, is the respect shown to each student by the teacher. Nowadays, modern lessons cannot be effectively organized without the sincere interaction of teacher and student.

It is important to take into account the individual abilities and characteristics of students in the educational process.

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