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METHODOLOGY OF DEVELOPMENT OF CREATIVE-PRACTICAL SKILLS OF FUTURE PRIMARY CLASS TEACHERS

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ABSTRACT: This article presents a methodology for the development of creative and practical activity skills of students of the direction "primary education and sports educational work" of higher educational institutions.

KEYWORDS: future primary school teachers, creative and practical skills, multimedia technologies.

INTRODUCTION

Currently, multimedia technologies are being used in teaching subjects. By multimedia technologies, we mean a set of hardware and software tools that allow creation and reproduction of an information product (resource) combining static visual (text, graphics) and dynamic (speech, music, video fragments, animation) data. An important feature of such resources is interactivity [1].

Multimedia technologies serve as an important pedagogical software tool in the development of creative abilities, cognitive, creative and practical skills of future primary school teachers.

Feeling is the primary source of all knowledge about cognition, that is, perception of the world, thinking, imagining. The feelings of using visual tools in teaching are the most important for the development of creative-practical skills of future elementary school teachers. Color and sound affect human well-being and activity, the success of educational activities. Perception is inextricably linked with intuition, it gives a holistic image of objects or phenomena with a number of properties. Recognition is very important in the process of perception, we understand any phenomenon in terms of already existing knowledge and experience. It allows adding new knowledge to the already existing knowledge system. Studies show that the efficiency of receiving information by hearing is 15%, visual perception is 25%, and their simultaneous inclusion in the educational process increases the efficiency of perception to 65%, which confirms the possibility of effective use of multimedia technologies in education. Sensory perception provides humanity with primary information about objects in the form of their visual representations.

Visualization highlights important features and relationships between different objects, thereby helping to create more meaningful representations of data. Information that a person perceives and perceives is remembered to one degree or another. In order to develop the creative-practical skills of future elementary school teachers, verbal-logical, figurative, emotional memory plays an important role in the teaching process. Different types of memory arise not only from the

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interaction of signal systems, but the analyzer is the leader in recall and repetition. It is argued that during training, how the brain stores and reproduces information, that is, when the system is compatible with the principles of quantization and cognitive visualization, is achieved.

Therefore, laws, using multimedia technologies to remember information, are the most effective in developing students' creative practical skills:

1) concise placement of educational material in the presentation;

2) the location of the material in a certain system;

3) selection of support sections in the educational material.

A mental process such as imagination is important in the process of training future elementary school teachers - it consists in creating new images, on the basis of which new actions and objects appear. Voluntary (active) imagination plays an important role in the teaching process for the development of creative-practical skills of future elementary school teachers. Students reproduce what other people have said (through speech, pictures, diagrams, symbols, etc.).

The most complex cognitive mental process is thinking. In the process of thinking, a person works with a certain conceptual (reflecting the most important features) mental model of the real situation. Such a model can take different forms: some symbolic construction, visual, auditory or image. The thinking process proceeds quickly, with the use of visual-figurative images, with minimal time [2].

Searches are carried out in several directions at the same time, sometimes connections are often not excluded, which often leads to unexpected solutions.

In the process of learning sciences, it becomes relevant to establish hermeneutic relations with the help of tools that allow working with different forms of information presentation. At the same time, several types of hermeneutic relations can be distinguished:

1) verbal description of information - information model;

2) information model - types: formulas, tables, graphs;

Physiologically, logical thinking is associated with the left hemisphere of the human brain, and figurative thinking with the right hemisphere. Certain abilities of students can be determined by the dominance of one of the hemispheres. The asymmetry of the cerebral hemispheres forces the teacher to take into account the specific characteristics of the cognitive and creative processes of different students and to choose the most effective ones for each student, and to vary the forms and methods of teaching. Therefore, the use of didactic possibilities of visualization in teaching becomes relevant. It is possible to solve these problems with the help of multimedia technologies.

In overcoming these problems, multimedia technologies have two functions: visual and cognitive. The described function supports logical thinking. In this case, with the help of multimedia technologies, it strengthens and reflects some clearly expressed ideas, features of the object or process being studied - that is, what has already been formed. Cognitive function - ensures the acquisition of new knowledge using a specific multimedia object. The illustrative function of multimedia is carried out in providing students with concrete knowledge presented in the form of pre-prepared information with graphic, animated, audio and video illustrations. The cognitive

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function of multimedia is manifested when students acquire knowledge through research on models of studied objects.

CONCLUSION

In conclusion, these methods serve as an important tool for the development of creative and practical skills of future elementary school teachers.

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