

## PSYCHOLOGICAL POSSIBILITIES OF DEVELOPMENT OF CREATIVE-PRACTICAL SKILLS OF FUTURE PRIMARY CLASS TEACHERS

J. B. Mamadiyorov

Oriental University Teacher Of The "Primary Education" Department, Uzbekistan

**ABSTRACT:** This article presents the psychological possibilities of developing the skills of creative and practical activity of students of the direction "primary education and sports and educational work " of higher educational institutions.

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

### INTRODUCTION

Teaching using multimedia technologies is important in the development of creative and practical skills of future elementary school teachers.

The thought process involved in problem solving involves our reaction to the problem (emotion). It is very important to organize educational activities so that they harmoniously develop students' abilities, bring joy to learning, and form their creative interests. At the stage of analyzing the components of educational and cognitive process placement, the following methods of regulation are distinguished: concentration, compositional modeling, psychomotor exercises, expressive expressiveness, color effect, use of bright fonts.

At the same time, they are aimed at creating the emotional impact of surprises, brightness, contrast and novelty.

At the stage of synthesis, the following are distinguished as methods of regulating educational and cognitive activity: interpretation of the stated role, modeling of joint activity, social pedagogical preparation, animation, musical influence.

At the analytical-synthetic stage, the main focus is on creating a state of competitiveness and the emotional impact of skills. It should be noted that the use of multimedia technologies allows the above-mentioned technique to be organized at the highest possible level by using modern methods of audiovisual information processing.

Attention is a special form of human mental activity. It is a necessary component of all types of mental processes. During the learning process, you can attract the attention of school students with all the means that are interesting and important for them. Involuntary attention is attracted by the use of color, objects and events that cause emotional awe and wonder in a person. Educational activities make high demands on the level of development of voluntary attention. Studies devoted to the study of the characteristics of attention in the classroom using multimedia technology tools have shown that multimedia presentation of knowledge has an advantage in

organizing students' attention at almost all stages of the lesson. It turns out that the dynamics depends on two factors:

- 1) organization of information (presentation of new three-dimensional information on the computer screen);
- 2) the attitude of the professor-teacher to the active perception of the material proposed by the students.

The subject's needs, motives, and goals are always behind attention. The use of multimedia technologies in teaching by primary education teachers increases students' desire to learn.

The development of cognitive motivation significantly increases the activity of students and the effectiveness of the educational process. The formation of cognitive motives can be done through methodical support, instructions, learning speed and the possibility to choose an option.

The tools of multimedia technologies allow the best implementation of these directions using interactive capabilities. Cognitive curiosity can be seen as the strongest motivation for students to learn. When there is cognitive interest, the process of acquiring knowledge becomes more active and creative. One of the groups of conditions that stimulate the development of cognitive interest is the group related to the ability to see and the organization of the learning process. Multimedia teaching tools provide various forms of independent work, research approach to the studied material, creative works of students.

The use of information technologies in the teaching of sciences increases students' interest in science, means the development of techniques for meaningful implementation of independent creative activity, and develops analytical and practical direction. For example, the methodology of teaching subjects states that information technology tools can be used in the lessons for:

- create a screen display of function graphs in various forms;
- dynamically reflecting the change of function values according to the change of argument values;
- change the scale of the studied section of the function graph;
- displaying tables;
- presenting geometric interpretation of equations, system of equations, inequalities, system of inequalities;
- visual display of all solutions of equations, system of equations, inequality, system of inequalities.

The situation of the lesson using multimedia technologies provides opportunities for independent and autonomous actions, the possibility of free control by students in the presentation of program content [1-2].

The quality of motivation for educational activities is greatly influenced not only by the form of teaching, but also by the method of interaction between the teacher and students.

In the educational process, motivation is also affected, a factor such as a sense of achievement. The use of multimedia technologies makes it possible to eliminate one of the important causes of negative attitude to education, due to failure due to failure to understand the nature of the problem, violation of important problems in knowledge. When working with ready-made electronic tools for educational purposes, the student has the opportunity to bring any

educational problem to the end, because he is given the necessary support or the solution is fully explained.

Formation in teaching using multimedia technologies is the most effective in developing creative-practical skills of future elementary school teachers.

1) among personal results - motivation, knowledge needs, creativity of listeners (implemented with the help of demonstrations, information systems, management programs, simulators, pedagogical programs on simulation and modeling);

2) among the results of the metasubject - the development of universal methods of activity, general intellectual abilities and skills, including the skills of design and research activities, effective use of multimedia technologies (using the modeling of electronic educational tools, combining the educational environment);

3) among the results of the subject - the transition from reproductive methods of mastering educational material to the formation of independent knowledge activity skills (implemented with the help of information systems, integrating the educational environment).

Therefore, the use of multimedia technologies in teaching gives significant advantages over traditional teaching. At the same time, a number of problems should be noted.

1. Psychological:

☒ the problem of determining the limits of the use of funds and the psychological expediency of multimedia technologies in education;

☒ unjustified or excessive use of computer technologies.

2. Inadequate technological skills of teachers.

3. Didactic:

☒ non-use of the freedom of presentation of educational materials by future primary school teachers, multimedia technologies;

☒ inability to attract the attention of school students due to the excessive amount of multimedia information.

4. Technical:

☒ lack of interactivity;

☒ time problem in the creation of e-learning resources by the teacher;

☒ created e-learning resources are not effective [3].

Research on ways to develop creative-practical skills and pedagogical-psychological capabilities of future elementary school teachers made it possible to draw the following conclusions:

One of the most effective means of developing the creative-practical skills of future elementary school teachers is the use of multimedia technologies, that is, in teaching, based on the identified pedagogical and psychological features of the use of these tools, the comprehensive use of multimedia technologies can be a means of improving the educational process in the context of teaching the subject. Multimedia technologies play an important role in solving problems in the teaching process of primary education teachers, but along with the advantages of using multimedia technologies, there are some problems in the use of such tools in modern schools, for example: Currently, the pedagogical and psychological feasibility of using multimedia technology tools in the educational process is an urgent problem.

## REFERENCES

1. М. Ш. Маматов Бўлажак бошланғич синф ўқитувчилар онгида математик тушунчаларни шакллантиришда мантиқ// Халқ таълими. –Тошкент, 2003. – № 4. – Б. 96-99
2. Ф. А. Рахматова Бўлажак бошланғич синф ўқитувчиларининг математик тафаккурини такомиллаштиришнинг илмий-назарий асослари. Т: Фан ва технология, 2017. 124 б
3. М. М. Куранова Бўлажак бошланғич синф ўқитувчиларида ижтимоий компетенцияларни ривожлантириш методикаси. дисс. 2021 й.