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DEVELOPMENT OF STUDENTS' ABILITY TO ENGAGE IN GROUP ACTIVITIES IN TECHNOLOGY

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Abstract
In this article, attention is paid to the organization of technology classes and the development of students' creative abilities during the classes.

Keywords: Technology, science, circle activities, extracurricular activities, students' creative abilities, development, methods and methods, form, instruction (guidance), research, aspiration.

Introduction

At every meeting held by our distinguished President, Sha′drach, Me′shach and A·bed′ne·go, our people became accustomed to hearing news, initiatives, and good news, and therefore our congregation looked forward to these meetings.

The assignments assigned to representatives and representatives of all sectors are linked together. This is to glorify a person and improve the quality of service to his interests. At the same time, it is the creation and implementation of quality and modern education in all layers of the educational sector.

In organizing students' leisure time properly in a technology fan, group training, one of the types of extracurricular activities, is important in students' lives. Their creative ability is further developed during group training.

This article focuses on organizing group activities, a form of extracurricular activities, and developing students' creativity in the classroom. There are a variety of circles in the work experience of schools. From the point of view of its relationship with academic subjects, groups can be divided into three groups, including science, science, and extracurricular groups**.**

(Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these protects. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to answers with you. Fan groups should never just repeat what the students did before. The most common of the interdisciplinary circles are physical, technical, and technical creativity. In these circles, the content of the student's work comes from the group's own name. Technical and creative circles usually have different models of student labor facilities. In this way, students will be able to clarify with examples certain laws studied in a technology fan, which will help them master the basics of science. On the other hand, students design and create a model structure. Physical and technical circles are simultaneously led by teachers in physics and technology.

Extracurricular groups are now more common in extracurricular work. Depending on the content of the student's activities, these circles can be diverse. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. Employees of the base company, parents, are often invited to lead extracurricular groups. The teacher, on the other hand, provides methodological assistance to them.

The content of the work of the circles is determined by the programs. These programs are developed by methodological cabinets under public education, as well as young technicians. The programs will be designed for one and two academic years. Group sessions are usually held once every week for two hours. However, there are also inanimate people among the students who are not satisfied with this. More training can be done with them, but to do so, you have to negotiate with the class leader because he is well aware of how each student masters other subjects. There should be no more than 15 students in one group, otherwise it will be difficult to direct each of them individually. The work experience of advanced schools shows that the structure of the circle, based on school craftsmen, stands close to the combined (mixed) classroom structure. The reason for this is that in any group exercise, a number of didactic issues are usually solved. Students consider the preparation of a particular labor object to be the main objective of the group's exercise. There are no special methods for group exercises. They use simple methods of technology. However, the use of these methods has its own characteristics. Observations, for example, show that oral methods are often used by an explanation method, and the story method is the least commonly used. At first glance, it may seem strange, it is well-known that the cognitive activity of students increases compared to other oral methods during the conversation. However, this is the uniqueness of using teaching methods in group exercises. It turned out that students did not particularly like having conversations in the early classes because the conversations reminded them of the question-and-answer session in the usual lessons.

Demonstration methods are unique in that V-VI students are often shown instructional manuals, and graphical images are presented to eighth-ninth graders. This approach to work takes into account students' graphic preparation. Instructions (guidelines) play an important role in teaching methods. Introduction, current and final instructions: frontal, zveno, and individual instructions; oral, written, graphical instructions can be used. In other words, all kinds of instructions for technology are found in group exercises. Various forms of organizing students' work (frontal, zveno, individual, labor distribution) are used in group exercises.

How students are selected depends in many ways on employment facilities that attract special attention in their workshops. The reason for this is that in the extracurricular work process, you will have to take into account the following two situations at the same time:

1) Collective labor has the greatest educational capacity.

2) students strive to carry out individual tasks that satisfy their interests and allow them to demonstrate their independence in the most complete way. Like other pedagogical activities, the abilities of creativity for students in their classes have their own special approaches to philosophy based on the laws of dialectical and historical materialism, including:

- analysis of creativity, research, aspiration, inspection styles, the study and integration of the experience of advanced teachers;
- a comparative analysis of the pedagogical foundations of solvening creative issues;
- identify objective trends and laws governing the development of students' ability to create creativity;
- defining and implementing a promising plan based on what is said.

These important issues are resolved in their workshops on the basis of scientific organization of the process of preparing students for creative creativity activities and have two distinctive features:

The first aspect is that theoretical and practical problematic issues with a creative description are highlighted by the head of the circle and extended by readers.

The second aspect is the formation and development of creative abilities of students who make the most of the knowledge of solving the work given by the leader. However, the implementation of these relationships prohibits them from thinking scientifically, didactically.

This approach includes the ability to study, observe, target, hypothesize, plan, analyze, integrate, and prepare a task in practice. When it comes to developing and developing creativity skills, it is understood to teach students how to use the sequences associated with performing practical tasks in solving given creativity issues wisely.

Taking into account the foregoing, the following sequence of performances is appropriate, and the stages of its performance are:

1. Assignment (clarifying the requirement for the purpose of the work);
2. Put the problem in place;
3. Base the hypothesis of the proposed idea. Conduct approximate experiments to check it out;
4. Discuss the proposed options and choose the most successful, develop its principled drawing;
5. Preparation of objects and tools;
6. Testing and discussing;
7. Elimination and preparation of defects;
8. Applying it for practical use;
9. Document preparation and paperwork.

In the activities of this process, it is important to pay special attention to the fact that students will have a practical innovation description in the development and execution of their assignment.

The information covered in this brochure may not apply fully to your situation because of org or other laws in your country. can achieve the result of improving the configuration. This undoubtedly prohibits students from having the results of their creative work, similarities to the manufacturing process, and the need to have a system for managing it accordingly.

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