

Dialectic Opportunities Of Extracurricular Activities In The Formation Of Intellectual And Creative Qualities

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Annotation: The essence of the didactic possibility of extracurricular work during the formation and development of intellectual and creative ability is revealed using the example of the "Technical Creativity" circle.

Key words: "Brainstorming", "morphological analysis", observation of decimal matrices, proposed concepts, communication.

Upbringing of the harmoniously developed generation is considered one of the priority directions of development of social society in the sphere of education.

It is important to train pedagogical personnel, fully complying with the requirements of the sector, competitive, emerging in the manufacturing industry, capable of adapting and even advancing not only progress but also effectively responding to the requirements of specialists in the context of globalization. Work outside the classroom (classroom) to find a solution to this problem. the training of staff to ensure the quality and effectiveness of all kinds of independent laboratory, practical and creative work as well as mastering the knowledge about the nature and criteria of hisoblanadi. Bunda circles about the possibilities of improving the effectiveness of didactic concepts are familiar with the requirements for the main role.

One of the main forms of regular extracurricular activities in all higher and secondary educational institutions is the circle. Classes are mainly characterized by the continuity, duration and complexity of work in a specific profile.

a) Science circles (physics, electrotechnics, plumbing, carpentry, carpentry, service electro-radio engineering, etc.) These types are often referred to as subject groups;

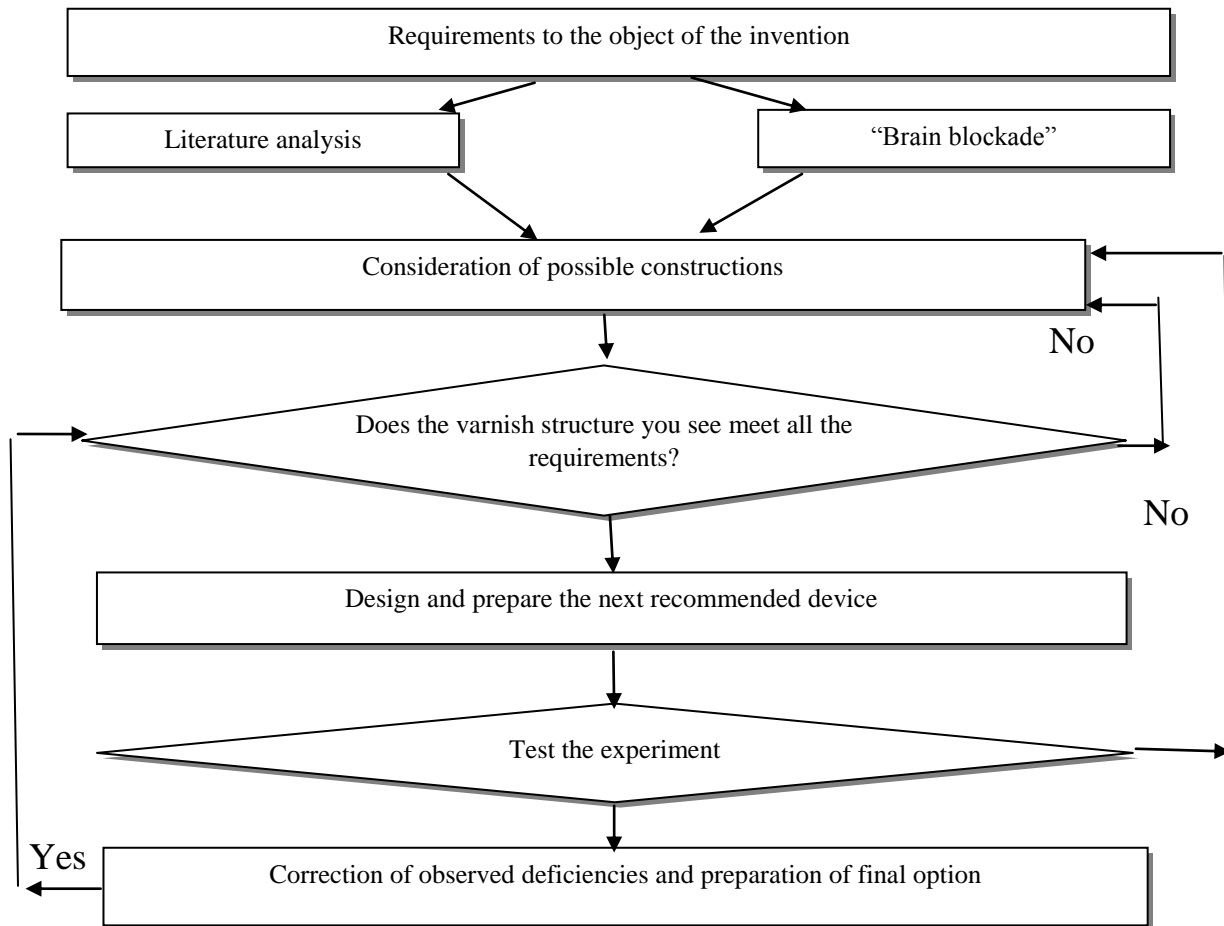
b) Creativity, design (circles of ingenuity and rationalization, design circle, radio electronics, telemechanics and cybernetics, etc.);

c) Teaching and technical courses (motorists, radio telegraphs, etc.).

Due to the limited volume of the article, we will try to cover this topic with the example of "Technical Creativity" circle in the "Technology Training" faculties of pedagogical institutes.

The work in the circle of technical creativity consists mainly of: repair of technical models, production of small-scale learning and laboratory equipment, modeling, production of natural (real) devices and equipment, and registration of inventions for inventive devices. Correctly defines the scheme of execution of the requirements for succession and the instructions of execution.

The following scheme illustrates these requirements as an example of the invention requirements (Scheme 1).



Students are then introduced to the instructions on how to formalize their invention according to the specific device. Instruction Procedure Instructions.

Invention refers to a positive or significant technical solution that differs significantly from the previous or the previous one, giving a positive effect of national economy, social construction, and defense in any area.

The subject matter of the invention is a new device, method, utility model, substance mark, and other use of the existing invention.

A patent for the invention shall also be granted to the breeding of new varieties of agricultural crops or other plants, new breeds of animals and poultry.

The following are not recognized as inventions:

1. To create new management planning and management;
2. Financing and symbols;
3. Construction projects and other schemes;
4. Teaching and Learning Methods;
5. Requirements for appearance of the unit;
6. Ineffective technical solutions that are typical of justice and ethics.

Procedure for registration of the invention:

1. The name of the invention - "Universal wrench - key";
2. The subject of the invention - (in what field the invention relates) The invention relates to the domestic service and is intended to open bottles and glass jars:

3. To criticize the prototype

There is a door-shaped key to unlock the door, which is used only to unlock the doors, that is, without any other options;

4. The purpose of the invention is to increase the chances of using the key with this shape holder:

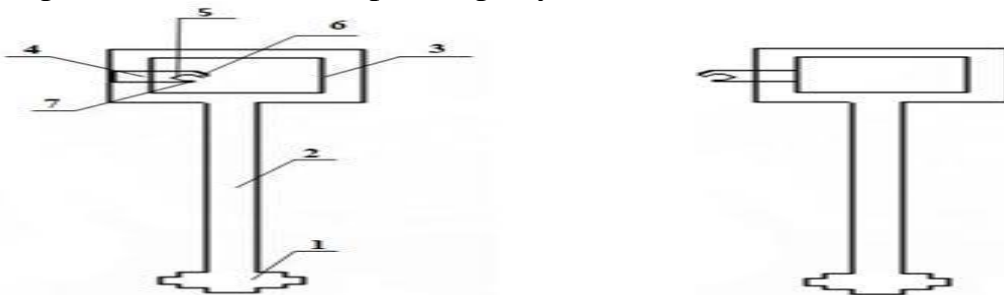
5. Achievement goal:

The problem of increasing the capacity of the key according to the purpose of the invention is solved by installing the bottle and glass jars lid with the initial tension by attaching to the locking holes of the door key:

6. Structure of the proposed invention:

Figure 1 illustrates the overall look of the proposed door lock;

Figure 2 illustrates the operating key of the wrench.



The keypad with the keypad consists of the main working part 1, the straps 2, the shape and the handle 3, which is fastened to the opening with a 4-pole.

7. Operation: To turn the opener 4 into a working position, rotate it 180 degrees around its axis and switch to the opener position (Fig. 2). The bottle or glass jar will return to its original position by turning the lid element 180 in the opposite direction (Fig. 1).

8. The formula of the invention is written on a separate sheet of paper, where the essence of the invention is short, with the significant difference from the previous one.

THE EXECUTIVE FORM

Door lock openings differ from the key to the key universal key, with the bottle and glass lid opening attached to the shaped hole holder.

The abstract is also written on a separate sheet of paper, which contains a brief description of the application for the invention and the proposed technical solution.

REFERAT

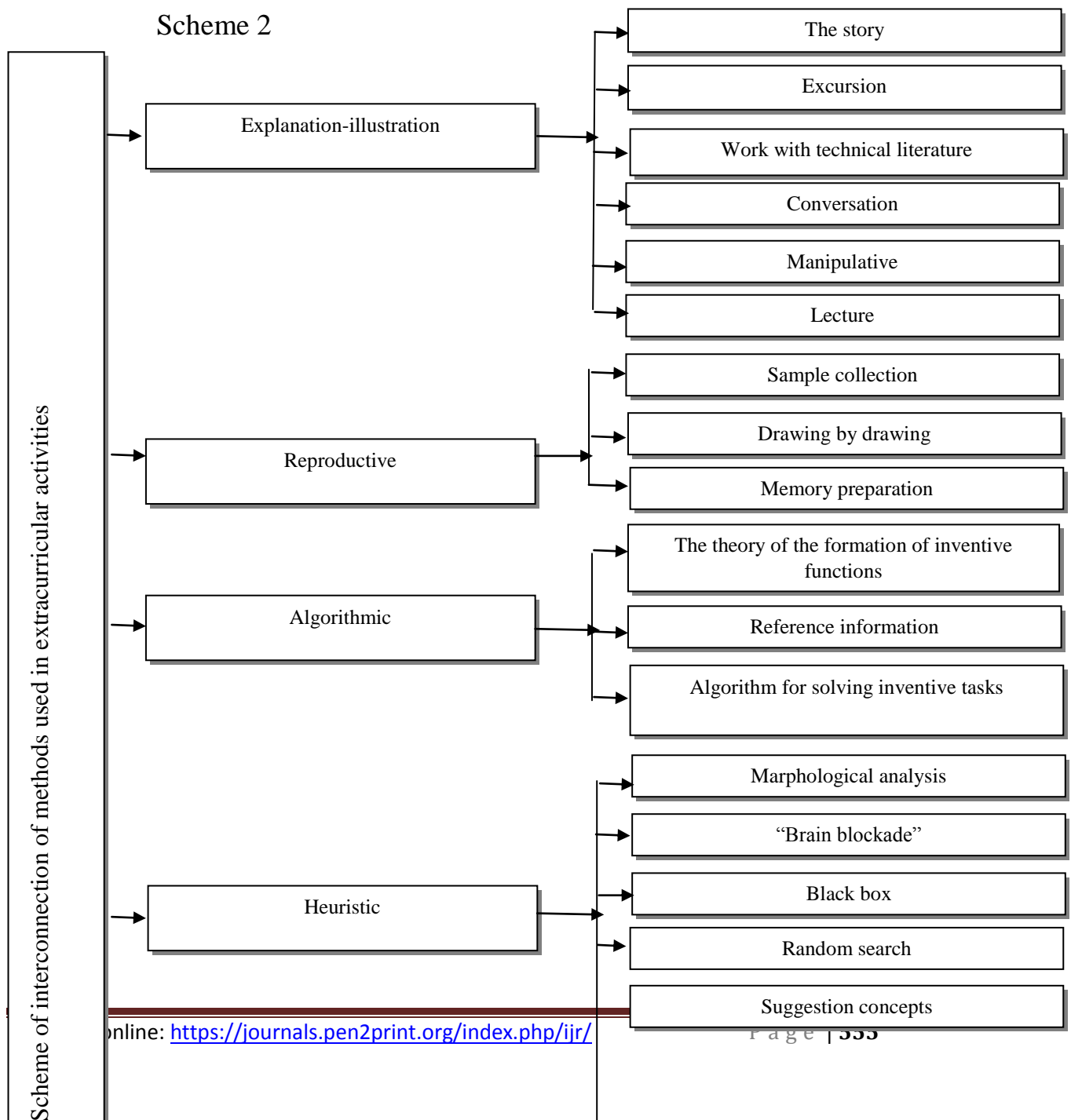
The proposal on the invention application relates to the service industry and is intended to open door locks, bottles and glass lids.

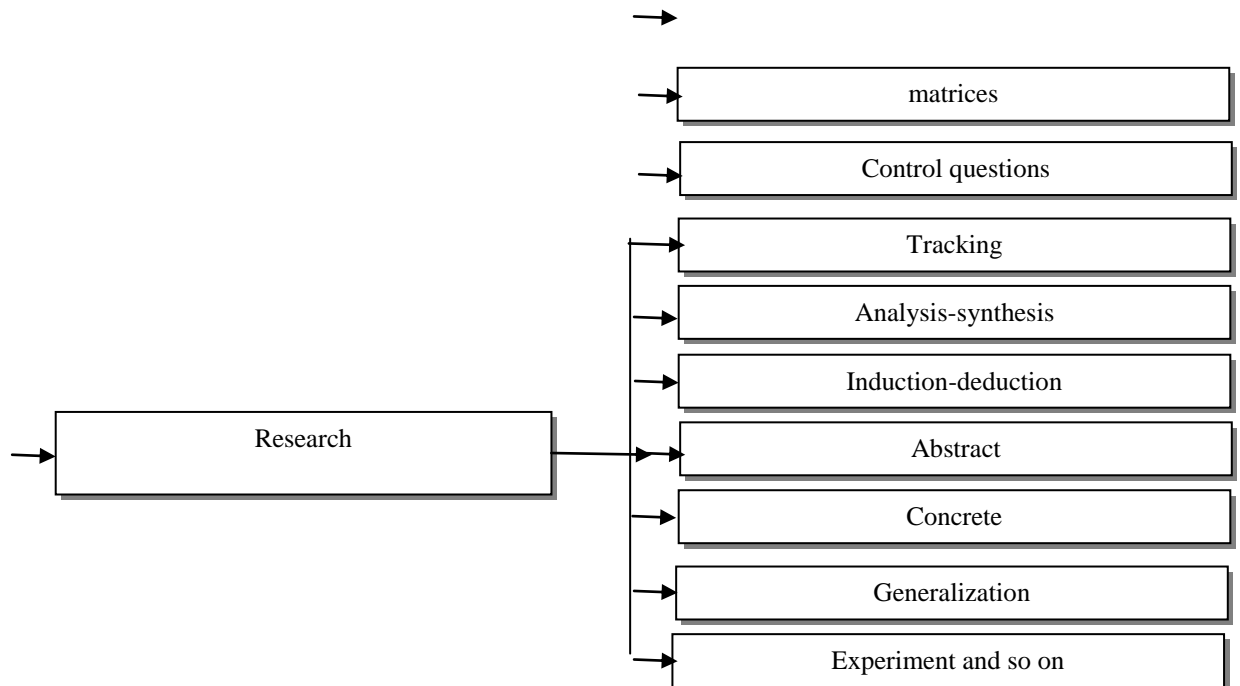
The proposed technical solution is based on the installation of bottles and glass jars lid on a simple door-shaped lock holder.

The patent for the invention for this “Unversionable Key” (No. 2024718) is used as a visual tool in the indirect learning process.

As it is known, the requirements for technical creativity are based on the pedagogical management of the task, adding to them progressively more complex tasks, and training appropriate techniques and techniques, technical devices (models, models, small-scale learning labs).

Students will need to master the techniques to successfully develop elements of technical creativity. The following diagram illustrates the interconnectedness of the methods used in developing the cognitive activity of students in the circle of extra-curricular activities and technical creativity (Scheme 2).





Each of these methods (methods and methods) can be applied in different forms, massively, in groups, individually. The word and deed can be a means of action.

However, not all heads of the club are skillfully using the same media.

Recent studies have shown that didactic opportunities and deterioration of medical studies and practice have been poorly used. The following can be adjusted.

Students fulfill their duties, conduct experiments and experiments without fail, and the leader is limited to giving only some corrections.

In this way, the main thing that is missing is the ability to turn the work of the circle into the needs of the student, combining them into a common activity.

According to our experience, teachers of future technology education (vocational training, work education) can be divided into the following conditional groups in terms of technical creativity.

1. Students, who are interested in the chosen direction of technical creativity in the national branch of the national economy.

2. Students who have a good memory but are not interested in studying, but are distinguished by practical work.

3. Students with random interest.

To sum up, the circle (and other extracurricular activities) requires that students develop and develop their creative abilities effectively using the above-mentioned didactic opportunities. It depends, in many ways, on the skill, diligence of the leader, and the ability to express their ideas interestingly and clearly, and to accurately and accurately represent the tasks that are recommended to students in the club. In this

It is often important to base students' notions on new devices (models, models, designs, methods, etc.) on the main function of the device.

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