Technology for the Development of Students 'Craft Competence in the Digital Transformation System

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Abstract

This article is devoted to a detailed description of the content of the development of craft competencies of students in general secondary schools in the digital transformation system.

Keywords: digitization, technology, e-learning, e-resources, reader, crafts, digital transformation system, product making.

The use of information and digital technologies around the world is an incentive for everyone to enter and work in the fields of education, science, industry. Today, open digital e-learning systems such as Khan Academy, Massive Open Online Courses (MOOC), Courser provide a didactic basis for the growth of creative abilities in students. The modern digitalization process involves the creation of an e-learning environment, in which innovations determine the main directions of further development of education.

The digital transformation system means free access to the content of electronic resources, a wide range of opportunities, individualization of the learning process, taking into account the abilities of each student [4]. The volume of electronic content is growing - textbooks are being digitized, the development of online courses remains a modern requirement. Requirements for the use of electronic resources in education began to apply in Estonia in the late 1990s, and in the Russian Federation in 2015. Today, the need for textbooks in all areas of the education system to have electronic versions has become one of the priorities of the state.

As a result of reforms in the development of logistics in our country, the transformation of the education system, digitization, development of electronic resources, improvement of methods of their application in the educational process, expanding opportunities for students and teachers to use global educational resources. The concept of development of the public education system of the Republic of Uzbekistan until 2030 identifies priorities such as "Introduction of modern information and communication technologies and innovative projects in the field of public education." This is especially important in the use of information and communication technologies in technology lessons, the development of basic competencies in the field of handicrafts in the acquisition of modern knowledge by students [6].

Scientific-methodical development of basic competencies in the field of craft in the process of practical work in the process of practical reading, reading, modification and evaluation of technological maps, making a map-based product using equipment, making changes to the product and evaluating its advantages. aspects. In the process of mastering the science of technology, the definition and development of students' competence in technology and design, joint and individual forms of education, adequate methods of independent learning, manifestations of independent learning in technological processes and the use of technical objects   [4]. A key factor in the development of competencies in handicrafts is the practical training in technological and design

activities, the creation of products, their design and participation in competitions with samples of their creations.

In the course of our research, we examined the development of students' craft competencies in the digital transformation system to productive, reproductive, and creative criteria.

Based on the "Creativity Map" proposed by American scientist Patti Drepeau, we developed an algorithmic map and stages in the development of students 'basic craft competencies (Figure 1).

Phase 1. Students were given tasks at the reproductive level in the development of basic competencies in the craft through the formation of skills of reproductive creative work and analysis. Students were focused on finding solutions to assignments in the classroom with a creative approach. At the same time, students have developed initial competencies to address issues such as readiness for the organization of educational activities, technical object and introductory instructions in the implementation of design processes [5].
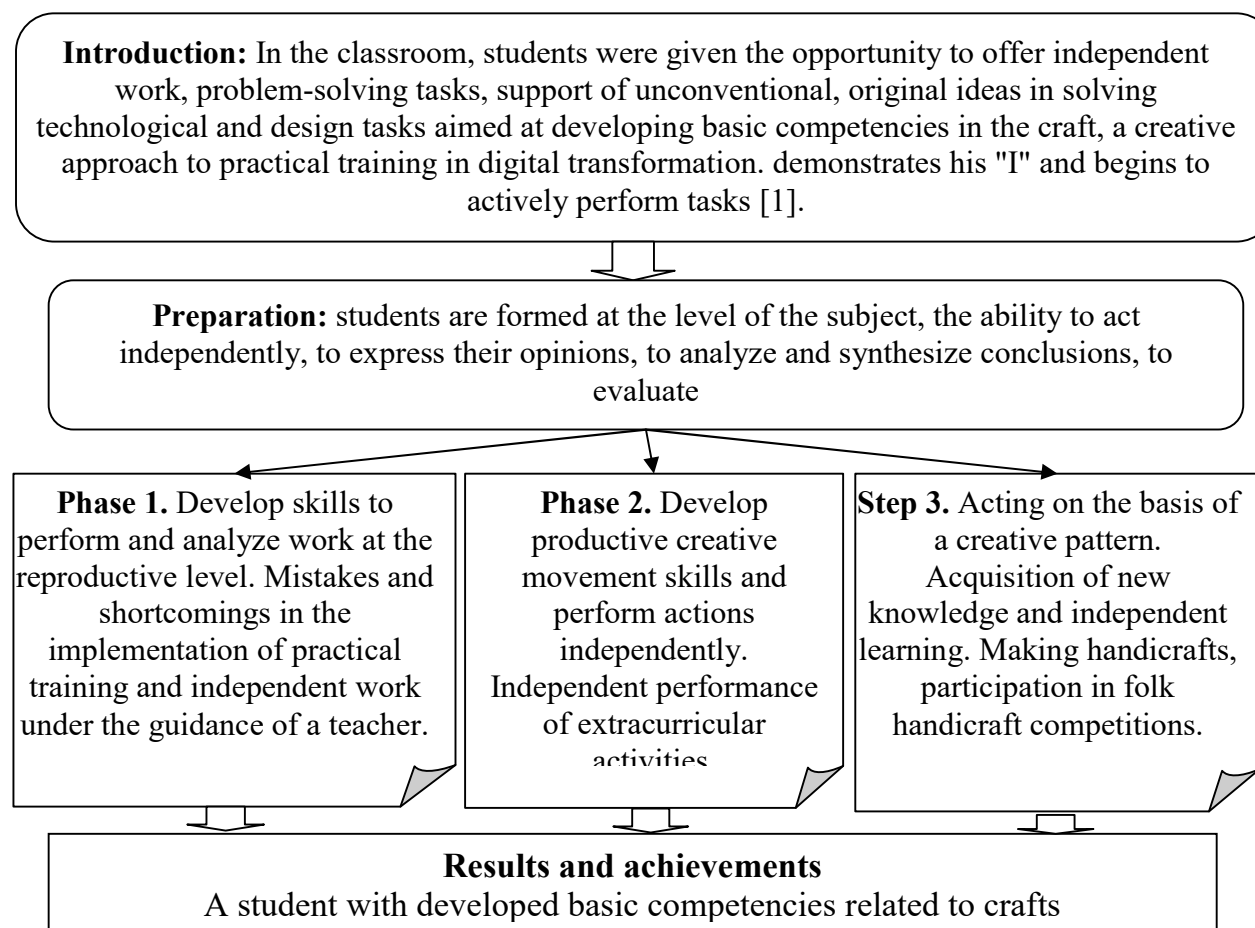

Introduction: In the classroom, students were given the opportunity to offer independent work, problem-solving tasks, support of unconventional, original ideas in solving technological and design tasks aimed at developing basic competencies in the craft, a creative approach to practical training in digital transformation. demonstrates his "I" and begins to actively perform tasks [1].

Preparation: students are formed at the level of the subject, the ability to act independently, to express their opinions, to analyze and synthesize conclusions, to evaluate

Phase 1. Develop skills to perform and analyze work at the reproductive level. Mistakes and shortcomings in the implementation of practical training and independent work under the guidance of a teacher.

Phase 2. Develop productive creative movement skills and perform actions independently. Independent performance of extracurricular activities.

Step 3. Acting on the basis of a creative pattern. Acquisition of new knowledge and independent learning. Making handicrafts, participation in folk handicraft competitions.

Results and achievements
A student with developed basic competencies related to crafts

Figure 1. Algorithmic map and stages of development of craft competencies.

Phase 2. In the development of productive creative activity competencies using interactive methods and techniques based on current guidelines for the management of pedagogical and technological processes on the basis of problem-solving tasks, creativity-oriented issues, the optimal and effective solution of problems was found and the previously mastered material they did. Small group work methods were used to develop students' critical thinking skills through hands-on activities and self-assessment of handicrafts.

Step 3. Students were directed to creative thinking and finding creative solutions in the use of creative methods (design and construction in production as a result of creative activity, the organization of experimental research activities on the basis of patterns. Acquisition of new knowledge and independent learning). During the lesson, students gained new ideas and conclusions. Innovative developments that increase the efficiency of work in the technical object and pedagogical-technological process were proposed.

In the development of students' craft competencies, the main focus should be on the organization of classes, using tasks that focus on independent work. To develop independent work skills, teachers need to focus on assignments that include questions that encourage students to think. Assignments such as "Describe terms, answer questions, make an object on a technological map" do not develop creative thinking and independent work skills [6]. The word "describe" in the question sounds like "tell me one by one what you have." Words that encourage thinking to facilitate creative thinking and independent work, such as finding, creating, predicting, analyzing, describing, imagining, and so on, are more effective when words are used.

In conclusion, as a result of the analysis of the above ideas in determining the conditions for the formation of a digital transformation system in education, students' knowledge is presented in various forms in a systematic, interdisciplinary and generalized form as a product of research and thinking activities, e-learning environment; the educator is manifested as a "manager", "partner", ie in a position of cooperation, democratic interaction, assistance, encouragement, attention to the individual initiatives of the student, the desire to develop his personal competence [3]; focused on active collaboration with science teachers and students, creating an environment of mutual support and mutual responsibility; conditions will be created for students to practice various forms of interpersonal relationships and communication, develop e-textbooks and e-resources through group forms of educational organization; refusing to assess the conformity of actions and behaviors to a predetermined pattern.

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