
PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF CREATIVITY IN STUDENTS

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Abstract:

In this article, the current tasks before the technical science of general secondary schools and the psychological, pedagogical and technical-technological aspects of the educational process, the use of interdisciplinary links in the educational process, and the general secondary education Many organizational, legal and scientific research works are being carried out on reforming the system, improving teaching technologies, forming modern knowledge and skills in students, using new teaching methods for this purpose. Through this, it is aimed to create a system of training a generation of competitive and high-potential personnel. This makes the formation of creativity-related skills in students one of the urgent tasks. That's why, on the basis of innovative tools, thoughts and opinions about the need to develop creative abilities in young people have been discussed.

Keywords:

project, design, creative
person, creativity, creative
thinking, ability, creative
abilities.

To ensure the successful adaptation of students to rapidly changing conditions in the context of digitization of society on a global scale (soft skills), to search for and process multidisciplinary information in the context of the digital economy, to develop the skills of systematic and critical thinking, mastering creative techniques acquires important relevance. From the point of view of digital transformation, the formation of creative and design thinking in students, the development of group and team work, the qualities of initiative, aspiration, the ability of learners to correctly understand the world around them, and the ability to independently identify their talents is the "school of the future". are important directions of In developed countries, in order to form a creative person who creates future innovations, by expanding the network of design schools (d.schools), improving the innovative-pedagogical system of developing students' project thinking skills is becoming an important priority.

In the world, a number of scientific researches are being carried out to clarify the psychological and pedagogical features of the development of creativity in students, to improve the methodological system of organizing educational activities related to the development of creativity, and to develop innovative pedagogical technologies for the implementation of creative activities of students. It is especially important to improve the pedagogical conditions for the development of creativity among students in the process of extracurricular activities, to teach students to design thinking through collaborative project activities, and to develop pedagogical mechanisms for the formation of a creative personality through design education. By expanding the prognostic possibilities of creative pedagogy related to the creation of the "school of

the future", the development of the creative-intellectual potential of students acquires an important relevance.

To raise the quality of school education to a new level in our republic, to form a healthy, strong and effective motivation to study in students, to teach them to plan their professional growth independently, to educate the ability to acquire modern professions in the conditions of the digital economy. is receiving a lot of attention. "In order to effectively organize the educational process in educational institutions, the development of practical scientific researches aimed at studying new, including alternative approaches and scientific justification, without changing the study periods, by students Expanding the use of modern educational technologies that ensure the expansion of mastering competence" are defined as the priorities of improving teaching methods and gradually applying the principles of individualization to the educational process. This requires substantiating the interrelationship between design thinking and the formation of students' creative abilities, revealing the didactic possibilities of design projects for the formation of students' creative abilities, and improving interactive technologies for the formation of students' creative abilities based on design projects.

Today, there is an increasing need to form creativity in students and, through this, to develop their creative skills in relation to labor and professional activities. Technology lessons have a special place in the educational content aimed at developing students' creativity. In particular, improving the pedagogical process that leads to design in technology classes and increases the student's creative abilities will increase the effectiveness of work in this regard.

Technological education in general secondary education is a planned activity of a teacher in cooperation with students, which provides students with appropriate knowledge, skills and abilities at the level of management of modern production techniques and technology. It is explained by the fact that it is aimed at acquiring skills, educating students' spiritual consciousness, developing their mental and physical abilities, forming scientific concepts about production techniques, technology, organizational and economic bases, and creative attitude to work.

Determining the content of materials aimed at forming knowledge and skills related to design elements as part of educational materials that should be taught to students in general labor and general professional competencies, first of all, the labor activities of specialists and inventors in production enterprises. It implies the development of the skills of observation, design of the process of manifestation of creativity in them and its practical application.

It is clear from the analysis of the DTS and the curriculum of the general secondary education school "Technology" that the program involves familiarizing students with the fundamentals of design (artistic construction), constantly improving design knowledge and skills. is set to form. In this program, students of the 6th grade "do practical exercises from design work. It is intended to acquire knowledge and skills

related to the design of professional items and products, taking into account the aesthetic and economic aspects. In the 6th grade, students are expected to analyze the artistic and aesthetic features of folk crafts and solve design solutions in the process of constructing and modeling simple items. In it, it is specified to perform assignments on the application of design methods and the creation of projects related to the performance of design tasks.

Currently, according to the content of the modernized State Education Standard, students acquire a number of knowledge, skills and competencies related to the subject of "technology" in the technology lessons of general secondary education. According to it, students should have an outlook on the labor process, general labor knowledge, skills and qualifications, a general idea of professions, national economy, production and service sectors. to have knowledge about, to have basic artistic processing skills of various materials, to know national labor traditions and customs, to have skills to prepare a technological map of the product focused on solving. There are didactic opportunities to develop students' creativity as part of the listed and defined qualifications.

In technology lessons, the physiological aspect of mastering the movements of students related to the performance of tasks, especially creative activities, including the development of creativity through design projects, is the trajectory, rhythm and strength of movement, energy consumption and fatigue. reducing indicators also implies the physiological justification of exercises in the mastery of certain working movements.

The forms of knowledge used in technology lessons are different, in the form of demonstrative action, for example, the condition is demonstrated in a demonstrative form, and its solution is carried out by means of actions, and in the form of verbal action, the condition of the problem is expressed using words and its resolution requires certain actions. The last form in technological education is more of an intermediate state, as the solution is usually tested by practice.

Technology education aims to develop the skills of making the right choice in choosing a profession based on the formation of creativity in students. For example, in grades 5-7, information is mainly given about the profession. Pupils will get acquainted with what public working professions exist. Elements of these professions form the content of students' activities in the workshop. This situation fully corresponds to the task of general technical training of students in this period of education. In the 6th grade, and especially in the 7th grade, along with providing information about the profession, vocational training is also carried out. The reason for this is that on the eve of graduation of the 7th grade, students need to choose the profile (direction) of future labor training. Each profile includes many public worker occupations. These can be professions that are closely related to the content of the workshops (for example, metal and woodworking, gas processing) or they can be completely unrelated. However, in the work experience of schools, such a picture can be

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observed: teachers try to solve this issue depending on the mastery of students, that is, excellent students are given the right to choose, and low achievers are forced to choose one of the remaining professions. will be

According to philosophers, creativity is a state and phenomenon that belongs to the subject and the external world at the same time, and its content and essence is, first of all, the concept of creativity. Creativity cannot be realized without the participation of high creativity - subjectivity, and it is realized only with the unique characteristics of a creative person.

In pedagogy, creativity mainly means inventiveness, originality, fantasy, sensitivity, ability to solve problems quickly. It is emphasized that this ability is versatile. Creativity is the potential ability to think, feel, and act in a comprehensive way. It is the ability of a person to get out of problematic situations in a unique way through his thinking, to approach them creatively. Creativity can be called a desire for creativity, a creative approach to life, a constant critical look at oneself and analysis. Based on modern dictionaries of psychology and pedagogy, the teacher's creativity can be defined as a creative approach and level of knowledge in his thinking, communication, and specific activities. It is based on originality, practicality, unusualness and freedom. Also, creative thinking means approaching something from different angles. Every person is born with creative abilities. It is up to the teacher to guide and develop it. Therefore, paying attention to the development of creative abilities of students in all types of education at school serves as the cornerstone of raising a well-rounded generation.

Thus, creativity covers:

1. The presence of intellectual activity aimed at creative activity allows the creation of innovative ideas (creative ability in the narrow sense of the concept), as well as the presence of knowledge and skills necessary for the creation of these new ideas.
2. Not being afraid to give random ideas, to be able to go beyond the expected limits, to have personal qualities that allow to work effectively in uncertain situations.
3. Meta-creativity is thoughts that express a person's position in life, and it basically means abandoning patterns, stereotyped judgments and actions. The desire to perceive and create new things, to measure yourself and the world around you, the high value of freedom, activity and development.

In general, creativity (creativity) can be defined as a set of intellectual and personal characteristics that allow a person to work effectively in situations of novelty, uncertainty, incompleteness of transmitted information, and the absence of a clear algorithm for solving problems.

In today's educational environment, insufficient attention is paid to improving the technologies of forming students' creative abilities by means of design projects in general secondary educational institutions, which shows that there is a need for this research work.

It should be noted that not every educational material is well suited to the presentation of a problem to students or measures aimed at its solution. It depends on the level of difficulty, which is determined by two factors, and is determined by the level of complexity of the problem, which is determined by the ratio of known and unknown to students within this problem, and the percentage of participation of students' creative approach in solving the problem.

The essence of the problem-based activity approach to the formation of creative abilities in students is as follows:

- when creating special conditions, students independently discover and understand educational and professional tasks, relying on previously acquired important knowledge, skills and qualifications;
- finding and justifying the most optimal options for students to solve educational and professional tasks in mental and practical training;
- solving the problem situation by students in their independent activities;
- to increase students' research activity, to search for new ways to solve educational and professional problems, and thus to develop their own creative thinking;
- creatively changing the surrounding reality.

In short, technological education has a positive effect on the formation of creative abilities in students along with hard work. Therefore, it is important to feel the work environment, the process of creating techniques and technologies, and to increase their knowledge about their use in the formation of students' creativity skills.

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