



METHODS OF IMPROVING CREATIVITY IN SECONDARY SCHOOL STUDENTS ON THE EXAMPLE OF “TECHNOLOGICAL EDUCATION”

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Abstract: Most researchers who touch on the problem of students' technical creativity believe that the most important means of developing students' creative technical thinking is their independent solution of a system of gradually becoming more complex problematic problems. The essence of these problems lies in the fact that on the basis of some data in the condition of the problem, presented explicitly or assumed to be known to the student, and the requirements of the problem, the solver must solve the problem, find what is sought, while carrying out, that is, in the course of the solution, one or several procedures of creative activity.

A special role in the formation of a creative personality, capable of high-performance work in the future, technically rich production activity, is assigned to the lessons of technology.

Key words: creativity, creative task, necessary condition, technical creativity, reproductive activity.

I. INTRODUCTION

Creative activity is impossible without reproductive activity, because thinking is generally impossible without memory. Creativity is a moment of interconnection, of the dialectical unity of the productive and reproductive. Based on the general methodological principle of understanding development as a dialectical unity of the old and the new, creativity is viewed as a process of creative transformation.

Creativity is based on the ability to create a structure from elements, to combine the old into new combinations. The combining activity of the imagination is based on previous experience, its reorganization and the formation of new combinations, knowledge, skills. A necessary condition for the development of creativity is its diverse ties with the cultural whole. The development of an individual outside of society and without activity is impossible. Therefore, the formula “human development as an end in itself of creativity” means the following: a) the development of a social person, a society that creates more favorable conditions for the flourishing of each individuality; b) self-realization of the individual, his creative abilities, the achievement of certain objective results, thanks to which the development of society takes place.

V.I. Andreyev considers a number of essential features inherent in creativity as a form of human activity: a) the presence of a contradiction, a problem situation or a creative task; b) social and personal significance and progressiveness, i.e. it contributes to the development of society and personality; c) the presence of objective (social, material) prerequisites, conditions for creativity; d) the presence of subjective (personal qualities - knowledge, skills, positive motivation, creative personality) prerequisites for creativity; e) novelty and originality of the process or result.

If at least one of these signs is meaningfully excluded, then creative activity either does not take place, or the activity cannot be called creative. V.I. Andreyev rightly asserts that “the criterion for the development of a person, human personality, human culture and society as a whole should be considered an integral attribute of creativity. In other words, true creativity must inevitably lead to the development of the human personality, the development of human culture”.

In connection with the set goal, the tasks are as follows:

Educational: teach the basics of artistic literacy; instill a strong interest in artistic activities; teach the basics of color science; teach the techniques of composing and using the composition; to teach practical skills of painting on fabric; teach to creatively use the acquired skills and practical skills.

Educational and developmental: develop artistic taste, fantasy, spatial imagination; create an appropriate aesthetic environment in the studio; introduction to folk traditions; to educate attention, accuracy, diligence, a benevolent attitude towards each other, co-creation; the combination of training with the educational process; to cultivate the desire for a reasonable organization of their free time.

Distinctive features of the program

Considering the various areas of arts and crafts and studying them in the classroom, children want to study the ones they like most in depth and widely. In this case, their interest was directed to the study of types of painting on fabric.

The age of the students. The term for the implementation of this program. Painting on fabric is studied in

the school curriculum at various stages and is available to almost all age groups, the differences only consist in the degree of complexity of the material being studied.

This educational program involves teaching children 10-12 years old and is designed for two years of study. The number of people in groups is from 8-12 people, so when implementing the program, both group and individual work methods are used.

Forms and mode of training

The program combines two forms of implementation: group and individual.

When studying this course, it is more expedient to use the following types of classes:

introductory classes, where children will get acquainted with the material, acquire new knowledge, master the rules and laws of building compositions, acquire new skills and methods of work;

combined classes, in which the consolidation and repetition of the passed, independent search work, the application of the acquired skills and abilities in practice will take place;

activities in the form of a game, travel that will allow students to reveal their creativity, the ability to evaluate themselves from the other side.

The program assumes the possibility of variable content. Depending on the peculiarities of the creative development of students, the teacher can make changes in the content of classes, supplement practical tasks with new products.

At the end of the second year of study, the child must: independently compose compositions and translate ideas into practice; be fluent in the techniques of painting on wood; independently select and prepare an object for painting, know the peculiarities of the structure of a tree, distinguish wood defects, be able to tint a wooden surface and have an idea of the priming and finishing of a wooden surface; creatively use the knowledge gained; strive for professional growth in this area; participate in shows and competitions; to feel like one with the folk culture; be able to use the knowledge gained.

II. METHOD

The task of forming a creative personality is acquiring today not only theoretical, but also practical meaning. The development of the creative personality of the student has been and remains one of the most important tasks of training and education. Reflecting on this problem today, it is legitimate to pose the question: what are the reasons for the exceptional acuteness with which this task is being formulated now? Was it not posed and solved at one time in theory and practice by the outstanding Soviet teachers N.K. Krupskaya, A.S. Makarenko, S.T. Shatsky, V.A. Sukhomlinsky and others.

The effectiveness of the school's work is currently determined by the extent to which the educational process ensures the development of the creative abilities of each student, forms the creative personality of the student, prepares him for creative, cognitive and social and labor activities.

The task of developing the creative abilities of schoolchildren, instilling in them an innovative attitude to work, is more and more taking possession of the pedagogical consciousness of scientists and teachers.

The activation of the creative cognitive activity of students depends to a large extent on the teaching methods that the teacher uses in these lessons.

Methods are ways of interconnected activities of the teacher and students, aimed at achieving learning goals. With the help of teaching methods, educational, upbringing and developmental tasks are realized. It is during the school years that children develop cognitive interest, cognitive activity, which do not arise by themselves. The leading role in this process belongs to the school, the teacher.

The peculiarity of the teaching method is due to the interaction of the teacher and the student. It manifests itself in external activity - organizing a student for work and in internal - managing the development of a student: 1) teaching analysis; 2) synthesis; 3) exercise of willpower; 4) expanding the range of socially significant motives, etc.

Therefore, the pedagogical value of the method is determined not so much by the external form of its expression as by the internal one, which reveals the creative possibilities of the child's personality development in the classroom.

Recently, the pedagogical community has been widely discussing the issues of "pedagogy of cooperation", "pedagogy of co-creation". We are talking about the active position of the teacher and the student in a united striving to achieve a noble goal - the all-round harmonious development of the individual.

The ability to properly build their relationships with students, to make them accomplices in the educational process distinguishes innovative teachers. In fact, they implement in practice the main feature of the teaching method - the joint activity of a teacher and a student to form the student's personality. This is the stumbling block in the work of many teachers, although they cannot be blamed for poor knowledge of the subject or weak methodological preparation. When planning a lesson according to its tasks and content, the teacher correctly chooses problem-search methods for the development of creativity,

independence, and initiative of schoolchildren. This can be: heuristic conversation, variable exercises, research, etc.

The methodological literature provides examples of problem situations and search tasks that can be used in labor lessons. But I noticed that the method "works", fulfills its function only under certain conditions. The teacher poses a problem; the student must be willing to solve it. And if he does not accept this task (he does not understand the significance of the material being explained, he has just been insulted by the teacher, received a "deuce" in the previous lesson and is now worried, etc.), then the problem will not be realized. There is no joint activity – "cooperation", "co-creation", there is no movement of the individual forward. Therefore, the teacher should not only know the methods that contribute to the development of the student, but also possess techniques that would allow him to touch those strings of the child's soul that would resonate with the actions of the teacher. And then, and only in this case, the amplitude of cognition will sharply go up. Inconsistency between the actions of the educator and the pupil leads to attenuation of the amplitude of cognition.

To form the creative personality of a student, I try to use all the methods that modern didactics have at its disposal:

1. Explanatory and illustrative: story; explanation; experiences; tables, etc.

This contributes to the formation of students' knowledge of the basic elements of production, materials, technique, technology, labor organization and human labor activity.

2. Reproductive (reproductive) These methods promote the development of students' practical skills and abilities.

3. Problem-search: problem statement, partial search, research.

When choosing teaching methods, I focus on those that stimulate the cognitive and practical activities of students, expand their polytechnic horizons, form practical skills, and contribute to the formation of a creative personality. When preparing for the lesson, I think over what micro-shifts in the development of attention, memory, observation, fantasy, morality of schoolchildren I will achieve in this lesson, what methodological techniques I will use for this.

If the teacher does not set himself such tasks, then he will not work purposefully to resolve them. This means that spontaneity will prevail in teaching. And as a result, the educational and developmental value of the lesson will decrease. In modern school practice, various pedagogical technologies are used to enhance the creative abilities of students. In the educational field "Technology", I consider project-based creative learning technologies to be the most productive. In the process of project activities, students develop their creative potential and master the fundamental laws of building modern technologies. The most effective in an educational sense are: the method of projects; modern methods of creating new technical and technological solutions; game technology.

III. LITERARY REVIEW

Many researchers of child psychology and psychology of creativity are convinced of the possibility of teaching creativity, giving children a meaningful impulse to creative activity. Creativity education has an important social dimension. If a student from the very beginning of his student activity is prepared for the fact that he must learn to create, invent, find original solutions to problems, then the formation of the personality of this student will take place differently from how the personality of a child is formed within the framework of the ideology of repeating what was said by the teacher.

Creativity of a person is the self-realization of a person's capabilities and abilities in optimal forms and with maximum efficiency based on the creation of something new in oneself and activity. Therefore, the study of self-realization in creative cognitive activity acquires, today, special relevance.

It is in creativity that there is a source of self-realization and self-development of a person who is able to analyze emerging problems, establish systemic connections, identify contradictions, find their optimal solution, predict the possible consequences of the implementation of such decisions.

We associate one of the possible ways to ensure the process of self-realization with the organization of creative independent work in the system of developmental education. Creative independent work, which allows students to use, show and develop their individual abilities and talents, provides an opportunity for self-realization of the individual in the educational process. In addition, the organization of creative work helps to resolve the contradictions between the students' need for self-realization and the pedagogical influence on the part of the teacher. The teacher does not transfer a certain amount of knowledge, does not train, but creates favorable conditions for the development of the student in the learning process, aims at active knowledge of the world around him, and allows him to independently master new knowledge.

The problem of creativity has a long and controversial history. At all times, it has been the object of close attention of thinkers and scientists (philosophers, psychologists, teachers). The concept of "creativity"

goes back to the works of Plato and Aristotle. In philosophical literature, the use of the concept of "creativity" is multifaceted. It is considered as "activity", "process", "type of activity", "form of activity", etc. Its various aspects are reflected in the concepts of "creativity", "creative development", "creative possibilities", "creative thinking", "creative activity", "creative attitude", "creative activity", "creative work", "creative personality" and etc.

The definitions given in specialized publications characterize creativity as an activity to create a qualitatively new one, which has never been previously in design and material embodiment. This applies to material and cultural values in the field of production, science, literature, art, etc. In pedagogical literature, creativity or creative activity is defined as an activity that gives new, first-time created original products that have social significance. Most scientists distinguish novelty, originality and uniqueness as characteristic features of creativity, and define creativity as an activity that generates something new that has never happened before. A number of authors (T.G. Brazhe, A.M. Matyushkin., F. Kharlamov) emphasize that a characteristic feature of creativity, in addition to novelty, is also the social significance of the result of activity. Expressing the generally recognized understanding of the work of I.B. Gutchin writes: "Creativity is a purposeful human activity that creates new values that have social significance ... Creativity always contains elements of novelty and unexpectedness".

Emphasizing the difference between the development of nature and the productive activity of man, K.A. Timiryazev noted the main distinguishing feature of human creativity - its purposefulness. In nature, there is a process of development, but not creativity. Some authors interpret creativity quite broadly and even identify it with the concept of "development".

IV. RESULT

Definition of "Ability"

Abilities are individual psychological characteristics that are related to the success of a particular activity. A complex synthetic formation, including a number of qualities, without which, a person was not capable of any activity, and properties that are developed only in the process of a certain way of organized activity. Individual psychological characteristics of a person that meet the requirements of this activity and are a condition for its successful implementation. The mental properties of a person that develop in the learning process, which, on the one hand, act as a result of her active educational and cognitive activity, and on the other, determine a high degree of skill and success of this activity.

Abilities are not limited to knowledge, skills. On the one hand, abilities are a prerequisite for mastering knowledge and skills, on the other hand, in the process of this mastery, abilities are formed.

The process of creating and developing abilities.

Abilities are created in activity. Abilities develop on the basis of various psychophysical functions and mental processes. The development of abilities takes place in a spiral.

In the process of developing abilities, the anatomical and physiological basis is being prepared, the inclinations of a non-biological plan are being formed, the necessary ability develops and reaches the appropriate level.

Abilities are formed, and, therefore, are discovered only in the process of the corresponding activity.

A personal approach to determining abilities.

Personality is viewed not only as being formed in the process of activity, but also as predetermining the nature of activity.

The role of inclinations in the development of abilities.

Congenital anatomical and physiological features of the brain, nervous system, causing natural individual differences between people. The inclinations affect the process of formation and development of abilities.

1. Formation of a positive "I-concept" in the child, which is characterized by three factors: a) confidence in the benevolent attitude of other people towards him; b) the conviction of the successful mastery of this or that type of activity; c) a sense of self-worth. The positive "I-concept" characterizes the child's positive attitude to himself and the objectivity of his self-esteem. It is the basis for the further development of the child's individuality.

2. Formation of cooperation skills in children, collective interaction. For early social adaptation, the child must have a positive attitude not only towards himself, but also towards other people. If a child, in the presence of a positive "I-concept", has formed the ability to negotiate with comrades, distribute responsibilities, take into account the interests and desires of other people, perform joint actions, provide the necessary assistance, positively resolve conflicts, respect the opinion of another, etc., then his adult work will be successful. A completely positive "self-concept" is formed only in collective interaction.

3. Formation in children of the need for productive, socially approved activity through direct acquaintance with various types of activities, the formation of interest in them in accordance with the child's

personality, the necessary skills and abilities. In other words, in extracurricular work, the child must learn to engage in useful activities, he must be able to engage in such activities and independently organize it.

4. Formation of moral, emotional, volitional components of the worldview of children. In extracurricular activities, children learn moral norms of behavior through the mastery of moral concepts. The emotional sphere is formed through aesthetic representations in creative activity.

5. Development of cognitive interest. This task of extracurricular work reflects the continuity in educational and extracurricular activities, since extracurricular work is associated with educational work in the lesson and is ultimately aimed at increasing the effectiveness of the educational process.

Technological education at school is called upon to make a significant contribution to the training of the young generation capable of living actively in a modern information society, where the daily life of almost everyone is saturated with interaction with the means of storing, processing and transmitting information based on new information technologies. Knowing how to work with the computing and information systems, databases and spreadsheets necessary in everyday life, the student acquires not only new tools of activity, but also a new vision of the world. Thus, an important indicator of the general cultural level of a modern person is his information culture - the ability to use an information approach, analyze the information situation and effectively use existing information systems: search, receive, accumulate, process, collect information using a computer. In addition to technical skills, information culture should also include the ability to express one's thoughts in literary, graphic and artistic form by means of information, communication and audiovisual means.

The main strategic direction of the development of the school education system is based on the formation of the individual educational trajectory of students. Of all the variety of pedagogical technologies that claim to implement this approach, the project method is considered the most relevant. In modern education, this method is impossible without the use of new information technologies, computer technologies in the first place. It is the modern information and communication and audiovisual technologies that make it possible to fully reveal the pedagogical and didactic functions of this method, to realize the potential capabilities inherent in it.

The main goal of the author's program is to form the information culture of high school students as part of the global modern culture, to familiarize children with the world of information and computer technologies, to communicate and search for information on the global Internet, to competently use Internet resources.

Objectives of the program:

1. Formation of individual educational trajectories of students in technology lessons.
2. Using study time with maximum efficiency for the student.
3. Introduction of students to modern technologies in order to develop their abilities, disclose human potential.
4. Formation of information culture as an element of global modern culture, based on the development of the creative potential of the individual.
5. Formation of students' competencies in the field of working on a computer and on the Internet.

The results of this program are:

1. Improving the quality of education and reducing student overloads through the effective use of modern information, communication and audiovisual technologies
2. Development of the creative potential of students through the use of the project method
3. Implementation of models of open education, wide access of students to Russian and global information resources
4. Creation of the author's multimedia library, teaching aids and electronic textbooks.

V. CONCLUSION

This work examines the features of the development of creative abilities in the technology class.

When choosing teaching methods, I focus on those that stimulate the cognitive and practical activities of students, expand their polytechnic horizons, form practical skills, and contribute to the formation of a creative personality. When preparing for the lesson, I think over what micro-shifts in the development of attention, memory, observation, fantasy, morality of schoolchildren I will achieve in this lesson, what methodological techniques I will use for this.

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develop their creative potential and master the fundamental laws of building modern technologies. The most effective in an educational sense are: the method of projects; modern methods of creating new technical and technological solutions; game technology.

I chose the project method as the main one in the development of creative abilities.

Through the project method, I am able to establish strong links between students' theoretical knowledge and their practical transformative activities. The humanistic orientation of students' activities on the basis of taking into account the human factors of creation creates the preconditions for the formation of such personality qualities in schoolchildren as determination and will in the process of introducing their own developments into practice.

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