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PEDAGOGICAL FEATURES OF DEVELOPING CREATIVE COMPETENCE IN SCHOOL STUDENTS

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Abstract
This article examines the relevance of the issue of training qualified personnel who can creatively approach the problems facing our state and society, a comparative analysis of scientific hypotheses given by researchers to concepts such as "creativity", "creative thinking", "creative approach" in order to fully understand the content and essence of the process of developing students' creative approach in technology lessons, and a practical-methodological approach to developing students' creative approach in technology lessons based on design methods scientific hypotheses about the significance and organizational and pedagogical foundations are presented.

Keywords: Technological documentation, technical design, artistic design, technological method, design-technological system.

Introduction

MAKTAB O'QUVCHILARIDA KREATIVLIK KOMPETENSIYANI RIVOJLANTIRISHNING PEDAGOGIK XUSUSIYATLARI

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Annotatsiya:
Mazkur maqolada davlat va jamiyatimiz oldida yechimini kutayotgan muammolarga kreativ yondashadigan malakali kadrlarni tayyorlash masalasining dolzarbligi, texnologiya fani darslarida o’quvchilarning kreativ yondashuvini rivojlantirish jarayonining mazmun va mohiyatini to’laqonli tushunish uchun “kreativlik”, “kreativ fikrlash”, “kreativ yondashuv” kabi tushunchalarga tadqiqotchilar tomonidan berilgan ilmiy farazlarning qiyosiy tahlili, texnologiya fanidan mahsulotlarni loyihalash va tayyorlash mashg‘ulotlarida o‘quvchilarning kreativ yondashuvini loyihalash usullari asosida rivojlantirishning amaliymetodik ahamiyati va tashkiliy-pedagogik asoslari haqida ilmiy farazlar bayon qilingan.

Kalit so’zi: Texnologik hujjatlar, texnik loyihalsh, badiiy loyihalash, texnologik usul, loyihaviy-texnologik tizim.

Today, creative thinking is of great importance in the educational process. It helps not only to develop new ideas, but also to solve problems from a new perspective. In addition, as a result of consistent reforms in our country to create conditions for the full development and well-being of a person, his interests, and to bring the quality and efficiency of education to a new level, opportunities are being created for the widespread implementation of the development of students' creative abilities based on interactive teaching methods. Currently, one of the main tasks is to create a modern methodological support for the design of the creative educational process by developing the creative competence of pedagogical personnel, and to develop creative abilities in students aimed at professional areas. Creativity includes the organization of the educational process, the construction of a creative educational process, the development of creative potential using educational technologies, and the development of a balance of various methods, knowledge and skills. Creativity is a set of skills related to the creative and creative qualities of a person. Creativity includes a high level of sensitivity to problems, intuition, foresight, fantasy, research and reflection. It is

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clear that creativity is a process directly related to the individual psychological characteristics of a person. Its development is influenced by the process of intuition-logical thinking of the intellect. Creative approaches and achievements have advanced human civilization in various fields around the world, from science and technology to philosophy, art and social sciences. Creative thinking is more than just random ideas. It is a real skill based on knowledge and experience that allows a person to achieve better results, sometimes in difficult conditions.

PISA (Programme for International Student Assessment) is an international assessment program aimed at assessing the knowledge and skills of 15-year-old students in mathematics, reading and natural sciences. The program is held every three years and helps to compare the quality of education between countries. PISA results provide important information for the development of countries' education systems. The assessment process also examines how students approach real-life situations.

The legal and regulatory framework for the participation of the Republic of Uzbekistan in the PISA international assessment program starting in 2022 was formed by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 997 dated December 8, 2018. The PISA international assessment program has been implemented in international pedagogical practice since 2000. The republic is currently undergoing an organizational and methodological stage of participation in the assessment program of selected basic school students. The issue of providing scientific and methodological materials at the organizational and methodological stage of the assessment program in selected base schools in the republic is becoming urgent, as the international assessment program is a new program for the national education system, the scientific and theoretical aspects of the national education system related to the international assessment program have not been sufficiently studied.

The changes and developments observed in the world pose a number of challenges for our country's education system. In particular, for the further development of Uzbekistan, one of the priority tasks is to train qualified personnel who can create and implement perspective plans under the idea of "From National Revival to National Progress", who can creatively approach the problems facing our state and society. All the reforms being implemented in our country's education system today are aimed at raising educational work to a higher level

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based on new programs, preparing students who have a broad range of thinking, can make independent decisions in problem situations, and think creatively. In order to fully understand the content and essence of the process of developing students' creative approach in technology lessons, it is first necessary to understand the meaning of such concepts as "creativity", "creative thinking", "creative approach". According to philosophers, creativity is the true essence of the subject, which simultaneously belongs to the subject himself, including the external world. Creativity, inventiveness, high creativity - cannot be realized without the participation of subjectivity and is realized only with the specific characteristics of the creative person. M.A. Kholodnaya, Soon Ye Hwang argue that the criteria for creativity include originality, consciousness, variability, and coherence. Based on this, creativity can be developed and assessed, and the qualities of unusual thinking distinguish creativity from intelligence. In terms of modern analysis of creativity, Ye. Ilin believes that creativity is multifaceted, and for its development, he argues that "a person must have motivational, personal, and cognitive resources." T.A. Barisheva and Yu.A. Zhigalova interpret creativity in pedagogy as a systematic (multi-stage, multi-dimensional) psychic (spiritual) education, including not only intellectual potential, but also motivation, emotions, the presence of aesthetic development, communicative parameters, competence, etc. According to Ken Robinson, “creativity is a set of original ideas that have their own value.” Gardner, in his research, explains this concept as follows: “Creativity is a practical action carried out by a person, which must reflect a certain novelty and have a certain practical value.” From Emebile’s point of view, creativity means “the possession of highly unusual skills along with thorough knowledge acquired in a certain field.” Researcher M.N. Gnatko considers creativity as a special feature of individuals, conditioned by the creative potential of a person, the ability to manifest socio-creative activity. In defining the concept of creativity, he uses the description of the result of activity, and in defining creativity, he uses the description of subject conditionality. In technology lessons, the development of students' creative approach and their preparation for professional activity require special attention to the issue of adequate selection of images when drawing drawings of objects.

It is known that manufactured products in production conditions are controlled according to their drawings. Drawings and details are given side by side on the path of the part from the raw material state to the finished product. However,

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observations show that this area is being bypassed in schools. Even in the methodological recommendations on teaching practice, it can be seen that these issues are not fully covered. Therefore, students have difficulty performing practical exercises on the manufacture of products and designing products in technology lessons. To solve this problem, teachers need to systematically develop exercises, appropriately use technological documents, technological maps and drawings in practical exercises. This will develop students' knowledge and skills in working with technological documents, reading drawings, and create a basis for creative thinking. The issues of improving technology lessons, activating students' activities, developing their creative thinking and creative abilities have recently been associated with the use of technical and artistic design in the educational process. In particular, the use of design methods in technology lessons is used as a way to increase students' creative activity. This makes it possible to use an advanced design-technological system instead of a practical-product and general practical system in the educational process. The main points of attention in this regard are the design of the product, the analysis of the structure and application of the product being manufactured. Each working object is considered, first of all, as a technical object, an object of the surrounding production environment. Design work in technology lessons, in terms of its purpose and structure, resembles a new problematic analytical system in the training of designers, engineers, adjusters, repairers, programmers and other professions in the direction of design-technology production education in polytechnic education. Design in the system of technology. The development of science, technology and production, on the one hand, leads to the growth of scientific and technical information, the complexity of the system of knowledge, skills and qualifications, and on the other hand, to the constant and consistent adaptation of the methodology of educational work to life. Today, in the methodology of technology, the view prevails that technical and artistic design methods play a key role in activating students' desire to learn and teaching them creative thinking. An analysis of the literature has shown that design in the educational process has two directions. Supporters of the first direction believe that design skills and qualifications are a necessary part of technology for schoolchildren. Proponents of the second direction believe that the design activity of students is to form their creative attitude to the lessons in the workshops and classrooms. Our point of view on design in the educational process is to

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understand design as a joint, collaborative educational and training work. Design is, on the one hand, a factor in teaching students polytechnic knowledge and forming labor skills, and on the other hand, a tool for shaping students' creative attitude to labor. Technical design usually means not the final preparation of an item, but the creation of its appearance, project on paper. Design in general secondary schools, although it is mainly carried out on the basis of small models and objects, reflects production methods.

Before starting the practice of design in technology lessons, it is necessary to determine its place, importance and function in the system of technology. In theoretical lessons in technology, students learn the basics of science, general information about technical objects, and how to apply the scientific rules they have learned in life. In workshops, students acquire knowledge and skills such as technique, technology, organization of production, implementation of practical processes, and finding solutions to technical tasks.

In conclusion, it can be said that, summarizing the above points, it can be concluded that design in the education system, in addition to creating great opportunities for students to find solutions to creative tasks in technology and educate them, forms a creative attitude to work, increases the effectiveness of communication with the basics of science, their use, and helps to form solid technical knowledge and skills. Therefore, design should firmly take its place in the system of technology.

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