EMERGENT: JOURNAL OF EDUCATIONAL DISCOVERIES AND LIFELONG LEARNING (EJEDL)
ISSN: 2776-0995 Volume 4, Issue 3, March, 2023

METHODS OF DEVELOPING CREATIVE THINKING SKILLS OF STUDENTS IN TECHNOLOGY CLASSES

Mukhitdinova Jamilakhon Ruslanovna
Namangan State University. Senior Lecture
mjamila73-11@yandex.ru

Abstract:
Since the most important factor in activating the student's creative thinking is live observation and abstract thinking, its development is considered the main issue. They were combined with the important qualities of the student's personality, such as activity, independence, initiative, creative approach to work, and curiosity, which can meet the tasks of forming the student's personality in education. In this article, there are given main information about methods of developing creative thinking skills of students in technology classes.

Keywords: technology, education, training, social activity, students' cognitive activity, teaching results, teaching methods, creative thinking.

It is known that the growth and development of the economy of each country depends on the development of the education system of that country. An educational system capable of functioning in accordance with these qualities is needed for the modern society and for the economic, social and political relations that are becoming free. That is why the education system is considered a priority direction in the field of social development of the Republic of Uzbekistan. Recognizing that the development of creative abilities in students of junior school age during independent education is an urgent issue, it is necessary to determine the priority directions of the systematic reform of education, independent thinking with modern knowledge and high spiritual and moral qualities. All government decisions and decrees adopted for the purpose of raising the process of training highly qualified personnel to a new level in terms of quality, modernization of primary education, and development of social spheres and economic sectors based on advanced educational technologies it can be recognized that it is aimed at elimination. The subject of the methodology of teaching technology provides students in general secondary schools with technology lessons to form a worldview about the labor process, acquire general labor knowledge, skills and qualifications. This program serves to teach future technology teachers how to effectively organize and conduct lessons.

Since the most important factor in activating the student's creative thinking is live observation and abstract thinking, its development is considered the main issue. They were combined with the important qualities of the student's personality, such as activity, independence, initiative, creative approach to work, and curiosity, which can meet the tasks of forming the student's personality in education.

At the same time, theoretical knowledge of the basics of creativity in programmed education is considered as the most important didactic tool for activating the educational process. We will show the creative problems used in the development of these qualities and the types of practical activities performed to solve them: 1. Types of activities related to creative skills: answers to questions about creativity knowledge; formation of the topic of creativity research; analysis of research conditions. 2. Activities related to the formalization of the results of the formation of creative skills: learning inventive methods; conducting patent research; determining the comparison of the object of the invention; forming the definition of the invention; evaluating the effectiveness of the invention.

Modern information and pedagogic technologies in the teaching of science It is important to use advanced and modern methods of teaching, to apply new information and pedagogic technologies in order for students to master this subject. In the teaching of science, posters, drawings, samples, instructional technological maps, visual technical means "computer equipment, film, video film, diafilm, slides and electronic versions, teaching based on new pedagogical technologies, knowledge, skills and abilities it is intended to create.

The following main conceptual approaches are used in the design of this subject:

Personalized education. This education, by its essence, provides for the full development of all participants of the educational process. This means that when designing education, it is not necessarily the personality of a specific learner, but first of all, it is approached based on the goals of study related to the future professional activity.

Systematic approach. Educational technology should incorporate all the features of the system. The logic of the process is the interconnectedness and integrity of all its links.

Activity-oriented approach. It represents education aimed at forming the process qualities of the person, activating and intensifying the activity of the learner, opening all his abilities and opportunities, initiative in the educational process.

A dialogic approach. This approach implies the need to create learning relationships. As a result, the creative activity of a person increases, such as self-activation and self-expression.

Organization of cooperative education. Democratic equality implies the need to pay attention to the implementation of joint work in the formation of the content of the activity of the teacher and the learner and in the evaluation of the achieved results.

Problematic education. One of the ways to activate the learner's activity by presenting educational content in a problematic way. In this, the independent creative activity of the objective opposition of scientific knowledge and the methods of its solution, the formation and development of dialectical observation, and their creative application to practical activities is ensured.

Application of modern means and methods of information presentation - application of new computer and information technologies to the educational process.

Teaching methods and techniques. Lecture, problem-based learning, case-study, pinboard, paradox and design methods and practical work.

Forms of teaching organization: dialogue, polylogue, frontal, collective and group based on communication cooperation and mutual learning.

Teaching tools: along with traditional forms of teaching (textbook, lecture text), computer and information technologies.

Communication methods: direct interactions with listeners based on operational feedback.

Methods and means of feedback: observation, blis-survey, diagnosis of training based on the analysis of the results of intermediate and current and final control.

Management methods and tools: planning training sessions in the form of a technological card that defines the stages of the training session, the joint action of the teacher and the student in achieving the set goal, not only classroom training, but also independent work outside the classroom control.

Monitoring and evaluation: systematic monitoring of learning outcomes both during the training session and throughout the course. At the end of the course, the knowledge of the trainees will be assessed by means of a test or written work options.

Computer technology is used in the process of teaching the science of service. Assessment of students' knowledge on some subjects is done on the basis of a test and with the help of a computer. Handouts are prepared, intermediate and final controls are conducted based on the test system and key words and phrases.

When determining the objects of student work in the circle led by the teacher of technology education, the main focus is on providing school workshops with some technical devices, technological equipment, small mechanization of work in student production brigades or other labor associations. , will focus on the repair and improvement of existing equipment in school workshops, the development of various instructional manuals, 285 electrified stands, knowledge games that will help students master the learning material. Various corners, stands, exhibition showcases, stained-glass windows for school corridors can be the subject of creative work in the carpentry-design circle operating on the basis of school workshops. In the group of young metal workers or technologists-rationalizers, students can create the necessary technological equipment for the fulfillment of production orders in school workshops, use small-sized vehicles, microtractors, implements and they can prepare mechanisms. Most often, the work of the technical circle at the base of the school workshops is organized according to the order of the society of inventors and rationalizers of the base enterprise, the local state farm, collective farm, household service institution, that is, it is of a socially useful nature. Before choosing objects for students' work in the circle, it is necessary to prepare students themselves, to instill interest and passion in developing and making things for people.

The success of the work is determined by how clearly the teacher-leader of the group organizes the distribution of tasks among the participants of the group, taking into account their individual and age characteristics, the level of practical readiness to perform the recommended work in the conditions of school workshops.

The regular study of folk crafts in technological education reduces the labor of boys and girls, the organization of alternative classes in rural and urban schools, and, moreover, the permanent employment of students after graduation from the educational institution. provides certain regulations. Studying and teaching the fields of folk crafts, rejects the training of "worker-robots" and "working mechanisms" that perform dry labor tasks, at least partially, and creative thinking, able to work independently, with high human qualities, has a very high potential in educating decent people.

References:

1. Mamadalyevich, A. M., Tadjalyevna, X. G., Khasanboyevich, B. R., & Makhammadyevna, S. G. (2021). Fundamentals Of Development Of Creative Abilities Of Students In Professional Training. The American Journal of Applied sciences, 3(01), 54-57.
2. Yakibova, D. S. (2021). Ways to develop students' creative thinking skills in primary school technology lessons (based on pedagogical technologies). Asian journal of multidimensional research, 10(4), 359-363.
3. Middleton, H. (2005). Creative thinking, values and design and technology education. International journal of technology and design education, 15, 61-71.
4. Khurramov, R. (2022). Developing creative thinking skills of students through integration-based primary classes.
5. Solidjonov, D. (2022, June). TA'LIMDA KENGAYTIRILGAN HAQIQATNING YIGIRMA BESH YILLIK UMUMIY KO'RINISHI. In INTERNATIONAL CONFERENCES ON LEARNING AND TEACHING (Vol. 1, No. 5, pp. 309-325).
6. Solidjonov, D. (2022). IMMERSIVE AUGMENTED REALITY AND VIRTUAL REALITY TECHNOLOGY FOR EDUCATION. Involta Scientific Journal, 1(3), 249-256.
7. Ruslanovna, M. J. (2023). MODERN TECHNOLOGIES FOR TEACHING STUDENTS THE SKILLS OF TECHNOLOGICAL THINKING. World Bulletin of Social Sciences, 20, 1-3.
8. Nurilloyevna, M. O. (2021, May). Development of students creative abilities. In Euro-Asia Conferences (Vol. 5, No. 1, pp. 178-181).
9. Ruslanovna, M. J. (2023). WAYS OF DEVELOPING STUDENTS'TECHNOLOGICAL THINKING SKILLS. American Journal of Pedagogical and Educational Research, 10, 24-27.

10. Mukhitdinova Jamilakhon Ruslanovna. (2022, May 9). IDENTIFICATION AND DEVELOPMENT OF CREATIVE ABILITIES IN STUDENTS AT THE EARLY STAGE IN TECHNOLOGY LESSONS. INNOVATIVE DEVELOPMENT IN THE GLOBAL SCIENCE, Boston, USA. https://doi.org/10.5281/zenodo.6530651

11. Проблемы развития технологического образования студентов на уроках технологии. Сборник татей XXVIII-международной научно-практической конференции «Современные научные исследования, актуальные вопросы, достижения и инновации», г.Пенза, Р.Ф. 20 октября 2022 г, 161-163.