JEDIC Journal of Ethics and Diversity in International Communication

| e-ISSN: 2792-4017 | www.openaccessjournals.eu | Volume: 1 Issue: 6

Technologies for Developing Students' Creative Skills Related to National Crafts in Technological Education Classes

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Abstract
This article is devoted to the development of technologies for the development of creative skills of students in the process of technological education and their application in the educational process.

Keywords: Creative, invention, technology, taxonomy, reader, training, knowledge, understanding, application, analysis, synthesis, conclusion.

The process of developing students' creative abilities in the national craft involves the types, forms and methods of organization of creativity in the craft, as well as the theory of preparation of students for the craft and the laws of its development and the implementation of its results. has its own special directions, based on the dialectical and historical laws of philosophy, and this direction, in particular, includes:

- analysis of the study and generalization of the experience of advanced teachers in the methods of research, aspiration, examination in creativity;
- Comparative analysis of the pedagogical basis for solving creative problems;
- determine the objective trends and patterns of development of creative abilities of students in the field of national crafts;
- Defining a longterm plan based on the above and its implementation.

These important issues are addressed on the basis of the scientific organization of the process of preparing students for creative activities in the national craft and have two specific aspects:

The first aspect implies that the theoretical and practical problematic issues, which have a creative character in the national craft, are covered and mastered by the teacher.

The second aspect is the formation and development of students 'creative creative abilities that make effective use of knowledge related to problem solving independently. In particular, the analysis of the student program on national handicrafts revealed that it has many opportunities to connect with modern national handicrafts in the field of handicrafts based on creative creativity in technological and organizational character. However, the implementation of these links requires a scientifically sound, didactic approach. This approach includes: the ability to theoretically study a task, to observe, to set a goal, to hypothesize, to plan based on hypothesis, to analyze, to generalize, and to prepare it in practice. All of the above is formed in the creative activity of students, that is, in the creative process. This can be expressed as the structure of the process. This structure, although conditional, sufficiently represents the logical sequence and direction of the relevant creative process. The results of research in this area show that this scheme can serve as a starting point for the formation of creative skills in students related to national crafts. However, in this activity, it is advisable for the creative task given by the leader to the student to put the problem first, because the purpose of the work to be done and the need for it are reflected in the level of the student's creative ability. Since the task of the chosen topic and direction in creativity is the basis for

ISSN 2792-4017 (online), Published under Volume: 1 Issue: 6 in November-2021

engaging students in research and aspirational activities, it is a necessary tool for shaping their practical work skills and developing their creative abilities. This requires a more detailed description of the nature and structure of the formation and development of creative skills in solving creative problems.

The formation and development of creative skills means teaching students to use the sequences associated with the performance of practical tasks in solving given creative problems.

In view of the above, the following sequence of performance of these tasks is expedient and includes the stages of its performance:

1. Assignment (clarifies the purpose of the work).
2. Putting the problem (What was unpleasant ?, why is it ?, what to do? Is required to be answered).
3. Substantiate the hypothesis of the proposed idea. Conduct tentative experiments to test it.
4. Discuss the proposed options and select the most appropriate, develop a schematic diagram of it.
5. Manufacture of utensils, tools.
6. Testing and discussion.
7. Defect elimination and preparation.
8. Put it into practice.
9. Preparation and execution of documents.

In this process, it is important to pay special attention to the fact that students have a description of practical innovation in the development and implementation of their task.

a. Insufficient initial experience and knowledge of the student;

b. The way to solve the problem is much more complicated for the reader.

These challenges are overcome through the analysis of specific additional training, advice, and other aids aimed at the goal.

In this case, the following assistance of the leader will be needed:

1. Help to find a solution.

2. There are two ways to do this:

3. The teacher shows the solution:

4. The teacher directs to find a solution. This method is approximately the following scheme

5. can be represented by (Fig. 1).

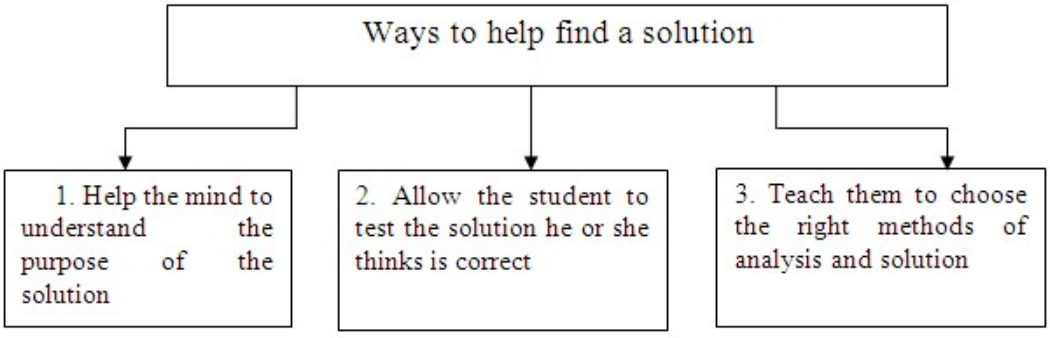

Figure 1. Ways to help find a solution to a problem.

ISSN 2792-4017 (online), Published under Volume: 1 Issue: 6 in November-2021

JEDIC
Journal of Ethics and Diversity in International Communication
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In this case, the teacher should be taught the main purpose and task of problem solving, analysis of complex situations, identification of connections, the emergence of general assumptions, as well as identification of causes and effects, it is advisable to implement this method according to the following scheme (Figure 2.1.3).

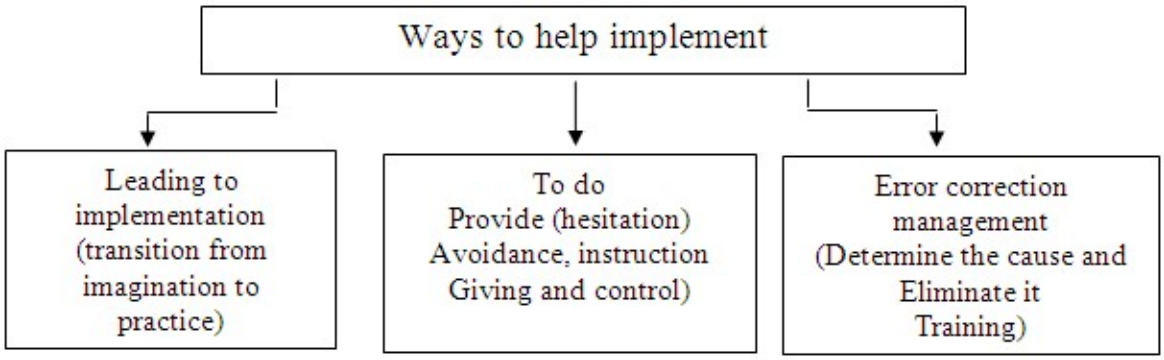

Figure 2.1.3. Help work on and implement the problem methods of transmission.

B. directly in the development of students' creative skills related to national crafts. Based on Bloom's taxonomy of learning objectives, it has been developed into six main categories of learning objectives:

Attempts have been made to shed light on ways to develop students' creative skills in national crafts in technology classes in the above 6 main categories.

The essence of the concepts of "creativity" and "pedagogical creativity". It has not been long since the concept of "creative pedagogy" began to be used in modern pedagogy. However, the need to decide on innovative and creative approaches to the teaching process has ensured the formation of "Creative Pedagogy" as an independent subject among the pedagogical disciplines. The basis of this subject is the methodological ideas of such disciplines as the history of pedagogy, general and professional pedagogy and psychology, methods of teaching special subjects, educational technology and professional ethics. The general principles of the subject "Creative Pedagogy" serve to create the necessary conditions for the professional development of specialists, including future professionals.

ISSN 2792-4017 (online), Published under Volume: 1 Issue: 6 in November-2021

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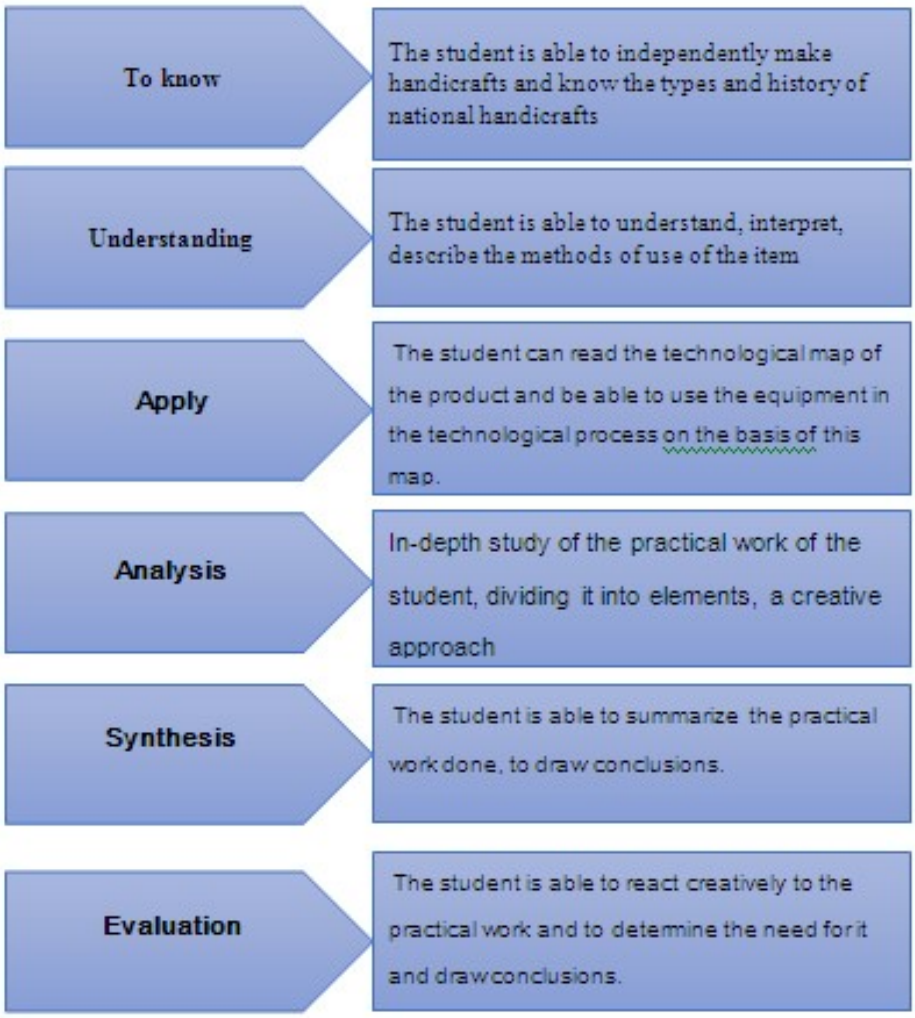

Figure 2.1.4. B. Bloom's taxonomy

The professional development of a person as a specialist is, in essence, a process. Professional maturity is an important period of human ontogeny, which begins in the process of professional development, the development of ideas of development (14-17 years) and the end of professional activity (55-60 years). The formation and development of a creative person depends on the interaction of changes in his inner and outer world, socio-economic conditions and the human skeleton - the content of activities that require continuity, inheritance from birth to the end of life.

It is well known that professional experience is reflected as an integration of knowledge, skills and competencies. However, the acquisition of professional skills requires not only the integration of practical skills and abilities, the development of methods and tools for effective organization of activities as a specialist, but also awareness of the methodology of professional creativity, development of creative thinking and adequate mastery of creative personal qualities . The formation of a creative person can be defined as the development of a person in terms of creative activity and the creation of creative products that are performed in a mutually compatible way. The speed and scope of this process depends on biological and social factors, the activity and creative qualities of the individual, as well as the existing conditions, vital and professionally conditioned events.

ISSN 2792-4017 (online), Published under Volume: 1 Issue: 6 in November-2021

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ISSN 2792-4017 (online), Published under Volume: 1 Issue: 6 in November-2021