

Criteria for the formation of creative competence in students in technology lessons

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Annotation: *this article describes the acquisition of knowledge, skills and abilities necessary for the implementation of professional competence of students of grades 5-9 of future teachers of technological education and methods of their practical application..*

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The main goal of technological education is the formation of a technological culture, which provides for the acquisition of a system of methods and means of creative activity on the creation of material and spiritual values. It includes modern and promising energy-saving, material-saving and non-output technologies, the transformation into materials, energy and the social and environmental consequences of the use of technologies in the field and services of Information production using a computer, methods of combating environmental pollution, mastering the culture of Labor: planning and organization of the labor process, technological discipline, the correct provision of the workplace, implementation of projects: provides for the study of determining the possibilities and requirements of project activities, collecting and analyzing information, promoting the idea of the project, researching, planning, organizing this idea, performing work and evaluating it. Creative competence is the most basic and active form of manifestation of the qualities of independent thinking in a person. Although the tariffs assigned to it are seriously different from each other, it is possible to indicate some of its general aspects, which are: first, the fact that the product, which is obtained as a result of creative competence, has a qualitative novelty; secondly, the fact that these aspects did not exist in the initial foundations of creative competence; thirdly, any creative competence activity is determined by the need for intellectual search.

The activity of creative competence in students can be classified according to their symptoms as follows:

- type of creativity (technical, technological, organizational, economic, social, spiritual, pedagogical, didactic, in students, mixed);
- level of creativity (mono creativity, multi creativity, Mega creativity);
- creativity coverage (field of knowledge, intersectoral, national, regional, interregional, international);
- duration of creativity (short-term, medium-term, long-term);
- form of creativity (innovation, educational, investment, mixed);
- in general terms (implementation of new ideas; promotion of fundamentally new solutions; practical application of innovation);
- according to the meaning and complexity of the product of the created creation (rationalization proposal; invention; discovery).

The analyzes showed that the student's creativity is manifested by his independent thinking in problem situations related to the solution of issues, writing an essay, experimental work, the implementation of educational tasks.

According to our opinion, the creativity of the reader is the ability to relate assimilated knowledge to facts and phenomena in practice, correctly evaluate and analyze the results obtained, summarize them with previous ones.

Creative activity is complicated by the fact that the teacher and students are not psychologically sufficiently prepared for this process. Regularly relying on certain methods, forms, tools – the inability to adapt to new situations leads to the inability to work in unexpected situations. It can manifest itself in various forms as a psychological state, including: non-acceptance of opinions and opinions of others at all; strict protection from a generally accepted point of view; the use of old techniques in relation to new content and tools; the preservation of old methods in new ones; like applying traditional methods in solving a new issue in general.

When organizing creative competence activities of students, two interrelated tasks should be taken into account. The first of them – with the development of independent thinking in the activities of creative competence of students, their aspiration in the acquisition of knowledge, the formation of a scientific worldview; the second-with the teaching of the ability to independently apply mastered knowledge in education and practical activities.

The following indicators were proposed as criteria for the formation of creative competence in students:

- independent decision making;
- confidence in one's own capabilities;
- active research;
- speed of thinking;
- flexibility of thinking;
- originality of the idea;
- perfection of the idea; positive orientation of the idea;
- ability to process and target information;
- width of imagination;
- being able to correlate distant thoughts from each other;
- being able to evaluate the balance of an idea; the elegance, elegance and simplicity of the solution;
- being able to generate many ideas; the validity of the idea.

When assessing these quality indicators, test testing, problem assignment and experimental methodsplan are used.

One of the most important aspects of pedagogical Technologies is aimed at the formation of a stable orientation of the entire group to its activities in future students. These activities are mainly carried out in the form of trainings, and the organization of practical training on this basis has confirmed the formation of skills in students to be able to solve problem situations related to activity in students through experience-testing work.

The purpose of the experimental-test work on the research work was determined to substantiate the effectiveness of pedagogical technologies developed on the basis of the study of creative competence in students and the methods of its assessment, as well as the identification and application of criteria for the formation of creative competence. Based on this, in the process of experience-testing work, the following tasks were positively solved:

-based on the analysis of the content of the continuing education system, theoretical information on the formation of creative competence of students in the educational process was studied and summarized;

- methods for studying creative competence, as well as criteria for the formation of creativeness, were determined;

– through surveys, the degree of mastery of the basic concepts of creative competence in students was determined;

– in the research work, the recommendations developed for the development of creative competence qualities in students were tested;

-the effectiveness of the didactic model of the system of formation of the necessary didactic conditions for the formation of creative competence of students of general secondary educational institutions and the qualities of a creative person significant in students was assessed.

In the formation of the level of formation of the creative competence of students, the criteria and methods of monand were selected for creative, educational and problem-situation tasks developed on the basis of the content of Education. The procedure for assessing and monitoring the development indicators of the process of formation of creative competence in students was established and tested.

Creative competence is a type of activity that serves to ensure the strength and perfection of the knowledge acquired by students, to form in them the qualities of an active and independent thinking person, to develop their mental abilities. This situation is especially important in the assimilation of the basics of science by future specialists, and later in the implementation of direct leadership in this process, the introduction of approaches based on creative competence in students.

An important place in the development of creative competence activities of students in secondary schools is occupied by familiarization with scientific and technical information. Providing students with information about newsletters, information on scientific terms, inventive and patent science materials serves as an important resource. The development of the economy of our country on a technological basis requires the formation of an important source of innovative ideas and technologies, as well as the training of creative specialist personnel in students with new qualifications in the system of continuing education. In this sense, the concept of creative competence in the research work was perceived as a process of activity aimed at creating the product of creative competence as intellectual property on the basis of scientific and technical knowledge of the knowledge, skills and abilities of students and the integration of education and science and production.

According to our opinion, training of students of the general secondary school for innovative activities on the basis of creative competence, mastering the mechanisms of updating production and industry technologies, visualizing the dynamics of its future activities, understanding the importance of mastering applied knowledge, clarifying the direction of its further activities, gaining experience in active practical work, and building skills in working with scientific In our opinion, in the process of interaction with pedagogical students, one should definitely take into account the system of their values, the desire for creative development of oneself in students, as well as the level of awareness.

One of the important factors in the individual development of a person's personality is his age-related characteristics. Because, each age stage of development has its own development factors, laws and changes, which directly affect the character, temperament, abilities and cognitive processes of the individual. Within the age periods of the individual, adolescence is the most complex and at the same time an important stage of development. The student has an impact on the formation of the personality of the future specialist in the new conditions of life and activities of boys and girls, their active educational social and labor activities. Limiting oneself to focusing on only one, most basic feature in the organization of creative competence of an individual does not allow achieving the set goals. Therefore, the main attention should be paid to increasing the Salm of the required

characteristics, looking at the indicators of the activity of a teenager's personality in all areas as a general complex.

Based on the analysis of the psychological studies carried out, it was found that the problem of creationism was studied mainly in four directions, namely: creationism as a process; creationism as a result; creationism as an ability; creationism as a feature of an individual. As a result of the analysis of these directions, creativity in the work of the dissertation was interpreted as a feature of the individual.

In the system of continuing education, the principle of systematicity and consistency plays an important role. Systematicity and consistency in the acquisition of knowledge is ensured by the unity of theory and practice, the gradual introduction of State educational standards into the educational and educational process.

Based on the stated points, the strategy for preparing students for creative competence activities can be considered to be implemented in the following areas: focusing the attention of students on the universality, wide coverage of the method used in solving the issue; teaching students to creative competence techniques is considered not as a lesson goal, but as a new way, an opportunity, aimed at; the fact that the collection, analysis and interpretation of information is considered as an important aspect of establishing creative competence; the fact that the training of personality creative competence qualities is considered an important, in terms of coverage, issue that goes beyond classes and extracurricular activities in educational institutions.

It would be advisable to design and standardize the content of education in the formation of students' creative competence qualities, to develop didactic conditions for the development of students' creative competence, creative pedagogical technologies for the organization and development of students' creative competence, intellectual training systems for the organization and intensification of students' creative competence activities.

Ensuring the mutual continuity of the types of continuing education system composed in our republic is one of the important tasks in modernizing the content of Education.

In ensuring the continuity of the development of creative competence of students, it is necessary to form significant qualities in students based on the possibilities of technology science, modeling the processes of ensuring the continuity of creative competence of students, mechanisms for the development of creative competence of students in the modernization of the content of continuing education, creative competence activities.

In grades 5-9 of secondary schools, the skills and abilities of the general education are formed in students, according to their interests and abilities, a culture of the general education is formed and developed, aimed at choosing the direction of their inclinations in students, secondary special, vocational education. It is possible to get acquainted with various areas of labor activity more closely through practical work, they are taught to the technologies of production of products that are in demand. It should be noted that social humanities, natural sciences and Exact Sciences prepare mainly for the choice of the direction of study in academic lyceums, while technology serves mainly to prepare for the direction of the vocational field in secondary schools. Technology is the basis for preparing for the choice of a vocational direction, the purpose of which is to acquaint students with the types, processes and professions of mental and physical labor, to form in them initial labor skills, skills, interest in work, hard work, to teach them to appreciate Labor and professions, to understand their importance, and to carry out pre-vocational training For the implementation of this goal, it is necessary to look at educational, educational, developmental, creative and practical tasks in mutual continuity.

Modeling the processes of ensuring the continuity of the creative competence of students makes it possible to develop scientifically based recommendations for optimizing the organization and management of these processes. Accordingly, a didactic model of the system of formation of significant qualities of a creative person in students was developed. The developed model implies the goal associated with the formation of significant personal qualities in students through the formation of the motivational-target level of the structure of the personality of the future specialist, the formation of special qualities of significance in the universal and students, the development of individual-typological characteristics, abilities and character traits.

Based on the analysis of the accumulated experience and theories of thinking, mainly on solving issues of creative competence, the following main directions of the development of students' creative thinking are identified: to teach students to look for different ways to achieve the goal, and then choose the most optimal one; to provide students with sufficient sets of guides and exercises to develop and; to teach students to look at any sensations and emotions as important organizers of thinking; to stimulate students' original and useful ideas, observing above all that they are satisfied with the creative process itself; of their own ideas in students

When determining the content of significant qualities that are formed in students of a general secondary school, we first of all took into account how stable they are, how significant they are in its creativity in students. These adjectives were divided into the following groups, depending on which particular students are directly related to aspects and the range of their influence on the personality of the reader: individual-typological qualities; sensory and perceptual characteristics; attentitious properties; psychomotor properties; mnemonic properties; imajinitiv properties; features of thinking; volitional features. Creative pedagogical technologies developed within the framework of the study are aimed at the formation of their significant qualities in students on the basis of the development of creative competence of students.

In the study of the effectiveness of pedagogical technology in general, attention was paid to the fact that elements of pedagogical observation are included in the structure of the pedagogical system, that is, the implementation of this educational technology is aimed at the formation of aspects in important students. Because, pedagogical technology based on pedagogical observation determines the limit of opportunities that must be achieved on the basis of its correct implementation. A more effective organization of the formation of significant qualities in students necessitated the introduction of new exercises and trainings into the educational process. In addition, pedagogical observation also makes it possible to eliminate certain existing defects in educational technology. In the implementation of pedagogical observation in the process of applying pedagogical technologies, attention was paid to the following aspects: determination of pedagogical observation technologies; determination of the effectiveness of the proposed pedagogical technologies; development of recommendations for educational institutions in order to optimize the implementation of pedagogical observation; development of a program for the development of significant qualities in students.

In the formation of significant qualities in students on the basis of pedagogical technologies, additional training was carried out to form their vision of the psychological specifics of knowledge, skills and abilities acquired in both experimental and control groups.

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