

IMPORTANCE OF FORMATION AND DEVELOPMENT OF CREATIVITY SKILLS
AMONG STUDENTS IN TEACHING GENERAL TECHNICAL SUBJECTS

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Annotation. The article reveals the importance of developing students' creative abilities based on the interactive method and modern pedagogical technologies. The main attention is paid to the improvement of the criteria and mechanisms for determining the development of students' creative abilities. The improvement of a comprehensive methodological system for the development of students' creative abilities by means of interactive teaching methods and technologies, the determination of the levels of development of creative abilities and evidence-based recommendations on the topic are presented.

Key words: creativity, ability, interactive methods, technologies, pedagogical and psychological features, criteria, levels, factors, mechanisms, technological stages, results.

At the current stage of educational development, modeling is of primary importance. As a result of a fundamental change in innovative pedagogical systems, there are new requirements for modeling educational paradigms.

The practical educational content and methodological significance of "modeling" in the science of pedagogy reflects and characterizes the activity methods and forms that appear in the goals of the activity. In this case, modeling is closely related to a specific and specific type of pedagogical activity, design, planning, programming, social management, scientific research, and forecasting.

Modeling of pedagogical systems - involves the purposeful creation of new pedagogical, didactic, methodological and technological educational systems, first of all, using advanced technologies (in the form of a model), and then through its implementation. At the same time, it is necessary not only to research existing experiences, but also to create new things based on theoretical research.

It is determined that it is a target component of the process of formation and development of creativity skills among students of technical specialties in the teaching of general technical sciences, the requirements for the personality and activity of the future specialist are determined, and it is related to the specific features of the process of formation and development of creativity skills among students of technical specialties in the teaching of sciences.

These requirements include:

- to have scientific knowledge about the laws and principles of general technical training;
- the ability to design intensive processes of future professional activity based on a systematic approach,

A procedural component is revealed in the model of the process of formation and development of creative skills among students of technical specialties in the teaching of general technical subjects, including: the implementation of computational and graphic works and course projects, the methodology developed for planning independent creative activities of students.

Research shows that the maximum effect of formation and development of creativity skills among students of technical specialties in the teaching of general technical subjects is possible with the transition from basic knowledge to generalized scientific knowledge.

A high level of development of creativity skills among students of technical specialties in the teaching of general technical subjects is achieved if the following conditions are met:

- creativity skills should be combined at general scientific, general professional and private professional levels;

- every creativity should be the basis for the formation of skills;

- when summarizing the integrity of the system of creative skills, it is necessary to determine the components of the system according to the levels of educational areas;

- each skill should be the basis for the formation of skills;

- when summarizing the integrity of the system of skills, it is necessary to determine the components of the system in accordance with the levels of educational areas;

In the teaching of general technical subjects, the formation and development of creativity skills among students of technical specialties is modeled in each lesson.

Mechanisms of formation are interpersonal relations of students and listeners with the teacher and creative activity of listeners in solving research tasks.

We emphasize the following features of the process of formation and development of creativity skills among students of technical specialties in the teaching of general technical subjects, which should be taken into account in modeling:

- the process of formation and development of creativity skills among students of technical specialties in the teaching of general technical sciences has a two-way nature, its essence is the interdependence of general scientific, general professional and special knowledge and skills;

- the complex organization of interdisciplinary relations causes the complexity of the process of formation and development of creative skills among students of technical specialties in the teaching of general technical subjects;

- the need to transfer theoretical knowledge to specific practical activities as a prerequisite for the successful formation and development of creative skills;

- the structure of subjects in general technical sciences can be based on the principles of integration, which is related to the trends of integration and differentiation;

- development of the necessary requirements at each level of the process of formation and development of creativity skills among students of technical specialties in the teaching of general technical subjects, their fulfillment is a necessary condition for moving to the next level of creativity skills (low - medium - high).

The process of formation and development of creative skills among students of technical specialties in the teaching of general technical subjects is an integral pedagogical system (subsystem), including the external environment: purposeful, motivational, content, control, evaluation and effective components.

The development of creativity in students requires the proper organization of the teaching process, depending on the level of knowledge, level of mastery, source of education, and didactic tasks of the students in mastering the educational content. This implies the need to follow the following pedagogical conditions: to determine the inclinations of students to acquire creative activity, to form knowledge needs and to provide an environment for the manifestation of independence in the educational process; to create a favorable opportunity for students to think creatively, tolerantly accept various thoughts and ideas expressed by students and to ensure their activity in the educational process, to establish confidence in each student's ability to think creatively, to regularly encourage their creative activities; individualization of the educational process based on the characteristics, needs and intellectual potential of the learner; formation of individual, small group

and team work skills in students, expanding their creative capabilities, encouraging them to accept non-standard solutions along with ready-made standard solutions in solving problems; selection and implementation of interactive forms and methods of training that allow to practically re-develop and improve cognitive knowledge, which is the basis of the development of creative activity, etc.

In the process of developing students' creativity, the interactive learning process is considered important.

Interactive education is a system of teaching methods based on "subject-subject" relations, based on the needs of the learner to activate cognitive activity, and the educational process is organized on the basis of mutual cooperation. In this case, interaction is based on principles such as activation of learners, building on group experience, and establishing feedback. Interactive teaching methods include: brainstorming, problem statement; Case study; business games; pops-formula; debate; blitz survey; Socrates' dialogue; educational projects; covers situational analysis (SCA), SWOT analysis, and more.

Based on the study of existing methodical sources and work experiences, the following forms of interactive work can be offered that serve to develop creativity in students: performing creative tasks; work in small groups; energizing exercises; trainings; video trainings; presentations; quizzes; briefing; media conferences; master class; creative design training; interactive tours; interactive lectures; webinar; roundtable discussions; focus group, etc.

Therefore, an important condition for the development of students' creativity through interactive teaching methods and technologies is the creation of a free-creative environment in the educational process, the establishment of a teaching process based on joint relations and cooperative actions of professors, teachers, teachers and students.

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