IMPROVING THE PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF CREATIVITY IN STUDENTS

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ANNOTATION
In this article, the current tasks before the technical science of general secondary schools and the psychological, pedagogical and technical-technological aspects of the educational process, the use of interdisciplinary links in the educational process and general secondary education are discussed. Many organizational, legal and scientific research works are being carried out on reforming the system, improving teaching technologies, forming modern knowledge and skills in students, using new teaching methods for this purpose. Through this, it is aimed to create a system of training a generation of competitive and high-potential personnel. This makes the formation of creativity-related skills in students one of the urgent tasks. That's why, on the basis of innovative tools, thoughts and opinions about the need to develop creative abilities in young people have been discussed.

Keywords. project, design, creative person, creativity, creative thinking, ability, creative abilities.

In the conditions of digitization of society on a global scale, it is important to ensure the successful adaptation of students to rapidly changing conditions (soft skills), to search and process multidisciplinary information in the conditions of the digital economy, to develop the skills of systematic and critical thinking, mastering creative techniques. From the point of view of digital transformation, formation of creative and design thinking in students, group and team work, development of initiative, aspirational qualities, students' ability to correctly understand the environment, and their ability to independently identify their talents are important directions of the "school of the future". In developed countries, in order to form a creative person who creates the innovations of the future, by expanding the network of design schools (d.schools), improvement of the innovative-pedagogical system of developing project thinking skills in students is becoming an important priority.

In the world, a number of scientific researches are being carried out to clarify the psychological and pedagogical features of the development of creativity in students, to improve the methodological system of organizing educational activities related to the development of creativity, and to develop innovative pedagogical technologies for the implementation of creative activities of students. It is especially important to improve the pedagogical conditions for the development of creativity among students in the process of extracurricular activities, to teach students to design thinking through collaborative project activities, and to develop pedagogical mechanisms for the formation of a creative personality through design education. By expanding the prognostic possibilities of creative pedagogy related to the creation of the "school of the future", the development of the creative-intellectual potential of students acquires an important relevance.

In our republic, great attention is being paid to raising the quality of school education to a new level, forming a healthy, strong and effective motivation to study in students, teaching them to plan their professional growth independently, and training the ability to acquire modern professions in the conditions of the digital economy. "In order to effectively organize the educational process in educational institutions, to develop practical scientific research aimed at the study and scientific justification of new, including alternative approaches, to expand the use of modern educational technologies that ensure the expansion of students' mastery competence

without changing the study period" are defined as priority areas of gradual application of the principles of individualization to the educational process. This requires substantiating the interrelationship between design thinking and the formation of students' creative abilities, revealing the didactic possibilities of design projects for the formation of students' creative abilities, and improving interactive technologies for the formation of students' creative abilities based on design projects.

Today, there is an increasing need to form creativity in students and, through this, to develop their creative skills in relation to work and professional activities. Technology lessons have a special place in the educational content aimed at developing students' creativity. In particular, improving the pedagogical process that leads to design in technology classes and increases the student's creative abilities will further increase the effectiveness of work in this regard.

Technological education in general secondary education is a planned activity of the teacher in cooperation with the students, which is aimed at acquiring the appropriate knowledge, skills and competences at the level of management of modern production techniques and technology, educating students' spiritual consciousness, developing their mental and physical abilities, production It is explained by the fact that it is aimed at forming scientific concepts about techniques, technology, organizational and economic foundations, creative attitude to work.

To determine the content of materials aimed at the formation of knowledge and skills related to design elements as part of educational materials that should be taught to students in technology classes, to observe the work of specialists and inventors in production enterprises today, to design the process of manifestation of creativity in them and to implement it in practice refers to the development of application skills.

It is clear from the analysis of the DTS and the curriculum of the "Technology" subject of general secondary education schools that the program aims to familiarize students with the basics of design (artistic construction), to continuously develop design-related knowledge and skills. In this program, students of the 6th grade will be able to perform practical exercises on design works. It is intended to acquire knowledge and skills related to the design of professional items and products, taking into account the aesthetic and economic aspects. In the 6th grade, students are expected to analyze the artistic-aesthetic features of folk crafts and solve design solutions in the process of constructing and modeling simple items, and for the 7th grade, they are expected to design the prepared items and apply design methods to them, and perform design tasks. it is determined that tasks for the preparation of projects will be carried out.

Currently, according to the content of the modernized State Education Standard, students acquire a number of knowledge, skills and competencies related to the subject of "technology" in technology classes in general secondary education. According to it, students should have an outlook on the labor process, general labor knowledge, skills and qualifications, a general idea of professions, knowledge of the national economy, production and service sectors, basic artistic processing skills of various materials, attention is focused on solving tasks related to knowledge of national labor traditions, customs, and skills of preparing a technological map of the product. There are didactic opportunities to develop students' creativity within the listed and defined qualifications.

The physiological aspect of mastering the actions of students in technology lessons related to the performance of tasks, especially creative activities, including the development of creativity by means of design projects, the trajectory, rhythm and strength of the movement, reducing energy consumption and fatigue indicators, as well as the physiological aspects of the exercises in mastering certain working movements refers to justification in terms of.

The forms of knowledge used in technology lessons are different, in the form of demonstrative action, for example, the condition is demonstrated in a demonstrative form, and its solution is carried out by means of actions, and in the form of verbal action, the condition of the problem is expressed using words, and its solution

requires certain actions. The latter form in technological education is more of an intermediate state, as the solution is usually tested by practice.

Technology education aims to develop students' skills to make the right choice when choosing a profession, based on the formation of creativity in students. For example, in grades 5-7, information is mainly given about the profession. Students will get to know what types of public work professions there are. Elements of these professions form the content of students' activities in the workshop. This situation fully corresponds to the task of general technical training of students in this period of education. In the 6th grade, and especially in the 7th grade, along with providing information about the profession, vocational training is also carried out. The reason for this is that on the eve of graduation of the 7th grade, students need to choose the profile (direction) of future labor training. Each profile includes many public worker occupations. These can be occupations that are consistent with the content of workshop training (for example, occupations related to metal and wood, gas processing) or occupations that have no connection with them. However, in the work experience of schools, such a scenario can be observed: teachers try to solve this issue depending on the mastery of students, that is, excellent students are given the right to choose, and low mastery students are forced to choose one of the remaining professions.

According to philosophers, creativity is a state and phenomenon that belongs to the subject and the external world at the same time, and its content and essence is, first of all, the concept of creativity. Creativity cannot be realized without the participation of high creativity - subjectivity, and it is realized only by the characteristic of a creative person.

In pedagogy, creativity mainly means inventiveness, originality, fantasy, sensitivity, ability to solve problems quickly. It is emphasized that this ability is versatile. Creativity is the potential ability to think, feel, and act in all directions. It is the ability of a person to get out of problematic situations in a unique way through thinking, to approach it creatively. Creativity can be called a desire for creativity, a creative approach to life, a constant critical look at oneself and analysis. Based on modern dictionaries of psychology and pedagogy, the teacher's creativity can be defined as a creative approach, level of knowledge in his thinking, communication, special activity. It is based on originality, practicality, unusualness and freedom. Also, creative thinking means approaching something from different angles. Every person is born with creative abilities. It is up to the teacher to direct and develop it. Therefore, focusing on the development of creative abilities of students in all types of education at school serves as the cornerstone of raising a competent generation.

Thus, creativity covers:

1. The presence of intellectual activity aimed at creative activity, which allows the creation of innovative ideas (creative ability in the narrow sense of the concept), as well as the presence of knowledge and skills necessary for the creation of these new ideas.
2. Not being afraid to give random ideas, to be able to go beyond the expected limits, to have personal qualities that allow to work effectively in uncertain situations.
3. Meta-creativity is the thoughts that express a person's position in life, and it basically means abandoning patterns, stereotyped judgments and actions. The desire to perceive and create new things, to measure yourself and the world around you, a high value of freedom, activity and development.

In general, creativity (creativity) can be defined as a set of intellectual and personal characteristics that allow a person to work effectively in situations of novelty, uncertainty, incompleteness of transmitted information, and the absence of a clear algorithm for solving problems.

In today's educational environment, insufficient attention is paid to improving the technologies of forming students' creative abilities by means of design projects in general secondary educational institutions, which shows that there is a need for this research work.

It should be noted that not every educational material is well-suited to presenting students with a problem or a solution-oriented approach. It depends on the level of difficulty, which is determined by two factors, the level of complexity of the problem, which is determined by the ratio of known and unknown to students within this problem, and the percentage of participation of creative approach of students in solving the problem.

The essence of the problem-based activity approach to the formation of creative abilities in students is as follows:

-When creating special conditions, students independently discover and understand educational and professional tasks, relying on previously acquired important knowledge, skills and abilities;

-Finding and justifying the most optimal options for students to solve educational and professional tasks in mental and practical training;

-Solving the problem situation by students in their independent activities;

-To increase the research activity of students, to search for new ways to solve educational and professional problems, and thus to develop creative thinking;

- Creatively changing the surrounding reality.

In short, technological education has a positive effect on the formation of creative abilities in students along with hard work. Therefore, it is important to feel the working environment, the process of creating techniques and technologies, and to increase their knowledge about their use in the formation of creativity skills in students.

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