

The Current State of Formation of Students on the Basis of Creative Educational Technologies

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ABSTRACT

A teacher's creative competence encompasses a system of knowledge, skills and abilities, abilities and personal characteristics that are essential to his or her creativity. The creative component can be involved in any form of teacher activity (pedagogical, communicative, organizational).

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According to pedagogical experience, the social and economic needs of society depend on the creative thinking and creativity of students of higher education. considers the realization of the level of knowledge and the ability to demonstrate intellectual ability as the main task. Based on the chosen research topic, its goals and objectives, object, subject, we consider the analysis of the content of such concepts as "creativity" and "creative competence", "pedagogical creativity", "creative competence of the specialist", "creativity in folk decorative arts".

Creativity (Latin, "create" - "creation", "creative" - creator, creator) means the creative ability of the individual, which characterizes the readiness to produce new ideas and is part of the talent as an independent factor.

K. According to Robinson, "creativity is a set of original ideas that have their own value."

E.S. Gardner explains creativity in his research as follows: "Creativity is a practical action performed by an individual, which must reflect a certain innovation and have a certain practical value."

According to Patti Drapeau, the creativity of one person, especially a teacher, inspires others to organize the creative process. He showed the person four ways to successfully develop creative qualities:

- Formation of creative thinking skills;
- Development of practical creative movement skills;
- Organization of the process of creative activity;
- Use of creative products.

P. Torrens identified four creative skills. His research suggests that these creative skills can be shaped and evaluated.

1. Fluency. That means a lot of the ability to come up with a lot of ideas based on.
2. Flexibility. The ability to come up with different ideas is based on the word change.

3. Uniqueness. Thinking of a different, different idea the ability to find is based on the word unique.
4. Creativity. The ability to expand ideas is based on the word add.

H.E. Trick describes creativity in the most general sense as a description of a process in the past, present, and future, as a result of which man creates something that did not exist before. Based on this, he highlights the following areas of creativity in the study of creativity.

- 1) as a product;
- 2) as a process;
- 3) as an ability;
- 4) as general characteristics of the person;

Scientists such as J.Rinkevich, V.Glaveanu, B.Jefrey, A.Jefrey, Z.Sierra and L.Tanggaard found that creativity is associated not only with intellectual potential, but also with motivation, emotion, level of aesthetic development, existential, communicative parameters and competence. determined systemic mental ability. Epstein hypothesized that “creative competence” often depends on the degree of formation of one or more core competencies, which are explored in generative theory.

1. Aggregate competence. Because generative mechanisms are universal, their creative nature is constantly changing in the course of life activities. Creatives need to be able to master a variety of skills that allow them to consider and retain new ideas in one’s mind. In the process of gathering new ideas, if the creative activity of the creator is constant, he will increase his creative potential.

2. Problem-solving competence. Any subjective new forms of behavior is the result of interactions that have been previously mastered and rejected a normal lifestyle. The competition between new and unusual ways of behaving provides a solid foundation for innovation. One can increase the number of new ideas by putting oneself in a situation where the usual methods of solving a problem are not working. When knowledge-sharing challenges are transformed by a person into a problematic situation, an effective thinking process occurs and is based on creativity.

3. Expanding competence. For most non-creatives, situation acceptance standards and behavioral strategies in the decision-making flow are pre-established, so they do not have sufficient knowledge potential in solving non-standard tasks.

4. Surrounding. An effective position of the learner is formed when he is exposed to several or unusual stimuli at the same time. Thus, the fourth core of creative competence is the environment, social or physiological stimulus that surrounds a person. (Epstein, 2005).

According to FV Sharipov, a teacher's creative competence includes a system of knowledge, skills and abilities, abilities and personal characteristics that are important for his creativity. The creative component can be involved in any form of teacher activity (pedagogical, communicative, organizational). In the system of creative competence of the person (including the teacher) the author distinguishes the following qualities:

- creativity, ability to solve problems; ingenuity; - flexibility and critical thinking, intuition, self-confidence and personality traits;
- the ability to identify and solve non-standard tasks, the ability to analyze, synthesize and summarize, the ability to conduct experiments, the ability to anticipate, etc .;
- Emotional-figurative features: emotional enthusiasm in creative situations; imagination, fantasy, fantasy, sense of novelty, sensitivity to contradictions, ability to emotional call (empathy);
- have freedom of thought, emotion and action; sensitivity, the ability to see something familiar in an unfamiliar situation; overcoming stereotypes;
- be able to express hypotheses; - to formulate tentative ideas with their proof; - risk-taking, striving for freedom.

Personality traits of the teacher (innovative way of thinking; ability to take a creative approach to creating

a learning process based on a specific situation; aspiration to learn new methods and technologies); compatibility of knowledge (modern theories of creativity and approaches to its development); Mutual compatibility of skills (use of methods to develop creativity; encourage creativity and imagination; encourage independent search for solutions to non-standard tasks; support the development of higher-level mental processes). Pedagogical creativity - the ability of the teacher to create new ideas that serve to ensure the effectiveness of the educational process, as opposed to traditional pedagogical thinking, as well as to describe the readiness to positively address existing pedagogical problems.

"Creative pedagogy" can guarantee the following two conditions

Required:

- 1) low mastery of academic subjects by teachers and to draw the attention of students who find their study boring to master the basics of science;
- 2) creative thinking and creative activity in students to teachers strategies that serve to promote results and effective from them in the audience by recommending tools create opportunities for them to use. Due to the lack of creative qualities of the educator, students also have interesting and wonderful ideas, but still allow delays in expressing them. For this reason, the methods used in the educational process are determined by the fact that they do not serve to develop students' free, independent thinking skills.

The tools and strategies recommended by the author are useful for teachers in the development of creativity in students, as well as the interest and aspiration of students to study academic subjects.

In professional activity, the creativity of the teacher is manifested in various forms.

The pedagogical creative abilities presented by E.Tunik are explained as follows:

1. The ability to perceive the subtle, vague, difficult features of the universe (sensitivity to a problem, preference for difficulties).
2. Promoting and articulating a large number of ideas in new contexts.
3. Be able to present different views, types and categories of ideas (flexibility).
4. be able to provide additional details, ideas, opinions or decisions (ingenuity).
5. to be able to express imagination, sense of humor, to develop hypotheses (imagination, ability to systematize).
6. Unexpected, original, but useful for problem solving, the ability to demonstrate behavior (originality, ingenuity).
7. The ability to refrain from generally accepted views that come to the brain first, to put forward different ideas, to choose the best.
8. Ability to show determination in their decisions, despite the difficulties that arise, non-standard position, opinion, ability to take responsibility for cooperation in solving a problem (strict style of behavior)

The formation of a teacher's creative creativity is reflected in the activities of his creative creativity. Professional and pedagogical orientation play an important role in this. This activity includes the selection of teaching methods and techniques of network training, the organization of master classes, the development of teaching materials. Most of the teaching materials should consist of various teaching aids, quality drawings and pictures.

The teacher's right attitude towards the creative ideas given by the students is important in their understanding of the possible and impossible conditions. All of these elements are an important part of the teacher-student relationship and ensure student success (Hattie, 2011) ”

Today, the formation of creative professionals is one of the main tasks of the education system of modern society. The task can be achieved only through the purposeful conduct of creative education, which allows each participant in the pedagogical process to create conditions for the explanation, creation and effective use of new knowledge. In our opinion, the main goal of education is the optimal conditions for personal development. In doing so, the student should strive not only to acquire knowledge but also to

assimilate the knowledge imparted. The need to focus on the development of individual creative abilities and the creation of innovations, the analysis of problems and activities, independent understanding of problems, the use of opportunities for self-development requires the need for creative thinking. The literature, dissertations, monographs on the use of pedagogical and creative educational technologies in improving the teaching of general and specialized disciplines in the field of applied arts education in educational institutions were analyzed and the necessary conclusions were made.

S.S. Bulatov's textbook "Folk Applied Decorative Arts" provides a system of theoretical and practical exercises in the field of Applied Decorative Arts, the history of Applied Arts, types of Applied Arts, schools, symbolic meanings, paints, tools, practical exercises, folk masters Samples of works, information on the technology of composing and painting pattern compositions, as well as the technology of artistic decoration of objects, an explanatory dictionary of terms of folk applied art, pattern compositions for exercises in applied decorative art.

M.B. Ahmedov's textbook "Wood carving" on the historical development of the art of wood carving, architectural monuments, schools of wood carving, their representatives, their life and activities, wood materials and their types, tools used in carving, tools, auxiliary tools and modern wood information on many topics such as carving, drawing and carving stages of simple pattern compositions on the road, carpentry joints, product-making technology related to wood carving [1]. K.Gulamov's textbook "APPLIED ART" to answer questions related to the theoretical foundations of applied art, a brief information about the mother of the teacher-student, the composition of Islamic patterns, the composition of the entrance pattern, painting technology, interior and exterior design, artistic design stylization, an explanatory dictionary of terms used in the Uzbek national folk art. [2] In the textbook "Applied Decorative Arts" Sh. Theoretical and practical advice on the study, copying and study of the creative work of masters in the popular applied arts, as well as information. [3].

M.Axmedov. K.Gulamov .N.Mansurov's textbook "Composition in applied art" in the concept of composition, artistic design, pedagogical technology in applied art education, historical development of applied art teaching, history of teaching applied decorative arts in Uzbekistan, methods of drawing intricate patterns, applied decorative arts lessons technical means, artistic design of interior and exterior. The buildings are given information on the methods of pattern making, making materials, methods of creating a pattern composition, extracurricular and extracurricular activities [4].

P.P.Shabaratonov's textbook "Miniature" describes the development of miniature art, the basics of composition of miniature science, oriental miniature schools and their representatives, objects used in miniature art and their proper use, gift items, stages of composition work on boxes, descriptions of miniature art. [5].

S.Bulatov.O.Mansurov's monograph "Philosophy of applied arts in national architecture" symbolic alphabet of reading ornaments in works of national architecture and applied arts, ways of reading these ornaments and secrets of logical and philosophical thinking through reading them, types of architecture and applied decorative arts Information on pottery, jewelry, pottery, coppersmithing, wood carving, video film, demonstration of electronic textbooks, drawing of science-based programs, preparation of educational and methodical exhibitions, modern equipment of auditoriums, educational issues. information on adherence to didactic principles for successful resolution. [6].

Z.Basitkhanov's book "Solutions of geometric patterns" includes about a hundred entries, research on how to create entries, the rules of making entries, perpendicular, vertical, radius, arc, cross section and a number of other explanations, as well as a 90-degree angle. make, line types, divide a circle into equal parts, draw a part of a circle, make regular polygons based on a given cross section, connect points, divide a circle into 3,5,7, make pentagons in a given direction, light lines, different views of a star, arc and find the center of the circle, make polygons 6,8,10,12, find the proportions of the distribution, make the grid lines of the entrance. The above analysis shows that students with creative thinking enjoy open-ended tasks, choosing an unconventional approach to finding a solution to a problem. Textbooks and manuals focus on improving the teaching of general and specialized subjects in the field of applied arts education, the use of pedagogical and creative technologies in the teaching process, the development of teaching methods of folk arts and crafts.

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