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## DEVELOPMENT OF STUDENTS CREATIVE ABILITIES IN TECHNOLOGY LESSONS

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**Abstract:** The article examines the formation of creative thinking in students in technology lessons. In the formation of creative abilities, the choice of forms of organizing work in the lesson is of no small importance, the content of the selected forms, the classification of lessons and the task of the teacher are revealed.

**Keywords:** creative thinking, technology, creativity, independent work, project method.

### Introduction

The subject "Technology" is a creative subject that presents great opportunities for the upbringing of a creative, versatile personality.

In the practice of teaching methods, unfortunately, so far little attention is paid to the development of creativity, independence, and initiative of students. The activity is mainly reproductive in nature: the teacher shows how and what to do, and the students copy his actions. This style of work is not conducive to the development of students' creativity.

### Material and Methods.

To develop a person's creative abilities is, first of all, to foster a creative attitude to work. At the same time, work is considered as a source of the formation of cognitive activity, an independent attitude to the task at hand. A creative attitude to work is both the fostering of love for work and the desire to learn about its features, which in turn stimulate them to try their hand and achieve success. In the process of a creative attitude to work, such valuable qualities as perseverance, curiosity, purposefulness, initiative, independence, the ability to choose the best way and method of doing work are developed, i.e. those qualities without which creativity is impossible.

"The development of students' creative abilities by means of the subject" is relevant able to actively and creatively solve the tasks they face.

The leading pedagogical idea is considered to be the development of the creative abilities of students. In the process of teaching the subject, the following tasks are solved: instilling knowledge and skills in housekeeping, the formation of polytechnical knowledge and environmental culture, the development of independence and the ability to solve creative problems, providing students with opportunities for professional self-determination, fostering hard work and work culture, the development of aesthetic sense and artistic initiative. Based on the tasks set, the following ideas can be expressed:

- 1) creativity must and can be taught;
- 2) creativity is not a natural quality of the mind.

To form a creatively active personality capable of self-development, the following is used:

- development of creative activity of students;
- inclusion of students in creative activities;
- use of methods of problem learning;
- development of the qualities of creative thinking: independence, criticality, etc.

The development of students' creative abilities can be implemented based on the following principles:

1) the principle of developing motivation for creative activity;

2) the principle of developing the skills of self-education and self-education;

3) the principle of the priority of creative activity;

4) the principle of coordinating the pedagogical process and the individual characteristics of students;

5) the principle of choosing forms of education that ensure the independence and creativity of students.

## **Results.**

Practical work must be done in the execution of projects. The emphasis is on getting students to practically imagine what they have invented. We pay great attention to the design of projects. Any creative imagination should be encouraged, projects should be bright and colorful.

## **Discussion.**

For example, when choosing a model of an apron in the 5th grade, students are offered models of different degrees of complexity: a low level of education - a one-piece apron with the simplest elements of decoration; middle level - one-piece apron with patch pockets and trim; high level - a one-piece apron with changes in details (for example, a heart-shaped pocket with a frill, a matryoshka-shaped apron, etc.), introducing more complex finishing elements: appliqué, embroidery, ruffles, etc.

In high school, we study more complex products - a dress, a robe, a blouse, which are modeled and cut out according to the student's plan. There is an ability to productively solve problems. The children are faced with a problem: how to change the basis of the pattern so that my product does not look like a friend's product. After learning the basics of cutting, modeling girls begin to solve problems.

In the lesson, we work with fashion magazines, where we choose models. We make

a sketch of the model that we would like to sew. But at the same time, we must analyze the features of the figure, find out if this style will suit you. In modeling classes, we analyze the selected models again.

The productivity of creative work directly depends on the effectiveness of its leadership by the teacher.

General intelligence is at the core of creativity. It is not necessary that a high level of development of intellectual abilities implies well-developed creative abilities.

Problematic learning already during the introductory briefing forces the students to get involved in the work: think, decide, answer questions. Problem situations contribute to the formation of independent search skills based on the use of knowledge and experience. As practice confirms, the mistakes discovered by the students themselves are not repeated by them in the future.

The use of problem learning technology allows students to develop creative thinking, as well as the ability to analyze and control their activities. Students become interested, there is confidence that the profession they are mastering is within their power. As a result, students are easier and more successful in completing assignments.

Also, the use of game and information and communication technologies in the classroom increases interest in the academic subject. The use of computer technologies allows diversifying the forms of work, activating the attention of students, increasing the creative potential of the individual and motivation, stimulating the teacher's activity, simplifying the preparation for classes.

## **Conclusion.**

The development of students' creative abilities is the result of the use of elements of creativity in organizing the educational and cognitive process through creative work, projects, problematic, game situations, etc. This experience allows you to create qualitative

performance criteria: positive emotional comfort in the classroom, high cognitive interest, most students are able to transfer previously acquired knowledge and skills to a new situation, a positive attitude towards the subject, the teacher.

### Acknowledgement.

A creative teacher is needed now more than ever: the restructuring of the economy, the emergence of the labor market require highly qualified creative workers. The growth of the country's creative potential will largely be facilitated by the creative dedication of the teacher. The creative activity of a teacher should come from the ability to dispose of the pedagogical knowledge acquired by science and by himself in a non-standard way. Climbing to creativity is not an easy job.

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