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CHALLENGING TEACHING TECHNOLOGIES IN TECHNOLOGY

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Abstract
This article describes the technology of using interactive methods in passing topics that are difficult for students to learn from technology.

Keywords: creative, technology, lesson, interactive, technology, problem, ability.

One of the most urgent tasks facing our society today is to educate a mature generation with new thinking, creative thinking, and intellectual potential. Improving the teaching of technological science, increasing the activity of students, deepening the range of knowledge in their mental reserve, and introducing effective methods based on new opportunities has become an urgent issue. The use of creative technologies in technology classes and thereby forming the independent thinking and creative abilities of students and developing these qualities of the personnel being trained is one of the most important tasks of today.

"Methodology of teaching technology" subject students to theoretical knowledge, practical skills, future technology teachers to apply pedagogical and psychological knowledge in the process of formation of general labor, general professional skills and qualifications among schoolchildren; Pedagogical-psychological knowledge, solving methodical problems on the basis of directly selected fields and new pedagogical and information technologies; equipment of technology training workshops at the level of demand and its control; performs the tasks of effectively organizing technology lessons in schools and forming the methodology of its implementation.

- The following requirements for the knowledge, skills and qualifications of students in science

-is placed. Student:

- to have an idea about the teaching of technology science in general secondary schools and the activities of the science teacher, the material and technical support of educational workshops;
- the development and prospects of labor education, didactic principles, lesson forms, methods in technology science, educational normative documents in technology science, the criteria for the development of state education standards and the requirements for it, knowledge of methodical works and can use;
- the content of the curriculum and programs for the labor preparation of students; must have the skills to organize the educational process and develop planning documents related to technology science, to conduct technology science classes;
- the student can acquire practical skills and be able to apply them in practice; conducting technology training; planning the educational process; to be able to assess students' knowledge; use of local, natural materials; analysis of lessons; must have the skills to organize and conduct lessons based on pedagogical and information technologies.

This technology has a research character and is mainly aimed at developing students' creative abilities. The fluency of thought, the ability to direct it according to the purpose, originality, curiosity, the ability to create hypotheses are a number of individual abilities that characterize creativity. In conducting technology lessons in general education schools with all educational and laboratory equipment, it is important to use the problem-based method, which is an important stimulus for the formation of skills that can encourage students to think independently and have a wide range of concepts. gives more positive results.

Problem-based learning differs from regular learning in that it achieves a high level of retention and student interest in the experience. In problem-based teaching, the teacher regularly presents situations in which a solution is required to provide knowledge about the most complex concepts. By analyzing the problems, students come to independent conclusions.

With the help of the teacher, a conclusion is made about the correctness of the studied laws and regulations. With the help of problem-based lessons based on demonstration experiments, teachers have the opportunity to acquire knowledge and independently apply this knowledge in practice. For example: when making patterns of clothes, it is necessary to take into account the fact that the garment has different contents, to show and analyze the situations it occupies in different shapes. The

problem-based presentation of demonstration experiments creates an opportunity to involve students in scientific research, to express their own independent opinion on a certain topic, to express their understanding and defend their opinion in the circle of peers. This method is implemented by creating a problematic situation, and the direct effect of the experiment depends on the specifics of the question. In this regard, questions based on recall cannot be problematic, but questions related to knowledge intended to be learned and not yet known to students are problematic. Solving the problem, searching for the unknown invites students to engage in scientific discussion, enliven the student community, and work with additional literature in addition to textbooks. It develops students' ability to logically approach each event, develops their ability to think creatively and independently, and increases their interest in the lesson.

Despite the fact that some aspects of the theory of teaching on the basis of creative technologies, methodological recommendations for its application in the educational process, psychological and methodological requirements for them, efficiency indicators have been developed, there are specific problems in this, i.e. The role and function of creative technologies in the educational process, the importance of the teacher in this context, the features of managing this process with the help of this technology, the problems related to individualization and differentiation of education should be solved. In our opinion, it is necessary to solve the following problems: to determine the didactic possibilities of this technology; creating programs that allow students to develop creative thinking skills; development of educational recommendations taking into account the specific features of technology science.

A complete solution to these problems provides students with an opportunity to develop their knowledge of technology. This situation, in turn, becomes the basis for determining the important structural content of creative technologies in increasing the effectiveness of education from technology. Therefore, it is important to organize this process based on these technologies. The content of these technologies refers to technological developments with educational goals, specific classifiers with educational goals, Internet system and electronic textbooks, test tasks, and processes related to full mastery technologies.

For this purpose, we should try to form and develop the knowledge, skills and abilities of students using elements of creative and pedagogic technologies that are compatible with it.

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