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IMPROVING TECHNOLOGIC EDUCATIONAL ACTIVITIES WITH THE HELP OF CREATIVE THINKING

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ABSTRACT

This article focuses on teaching students to think creatively in the training of future teachers of technology in higher education. To this end, the views of pedagogues and psychologists on creative thinking are given, and questions and situations that teach students to think creatively in the teaching of “Working with individual details and combinations of clothing” are discussed. In the process of “Technology Education Workshop”, which is taught in the training of future teachers of technology in higher education, students have more or less different abilities and inclinations for creative thinking. Each student has certain deposits needed to find creative ideas, and the teacher must fully use their pedagogical skills in this area.

KEYWORDS: *Creativity, Creativity, Innovation, Problem-Solving.*

INTRODUCTION

Teaching students creative and non-standard thinking in higher education plays an important role and in many ways affects the quality of teaching. If creative and innovative decisions are not made in the educational process, there will be no updates. We know that there is a fine line between non-standard and creative thinking, and non-standard usually involves only the same difference, a change in existing methods and working methods. Creativity must be completely new and, most importantly, include an effective approach to problem solving. Each field of activity has its limitations on the creation and implementation of creative ideas.

In the process of “Technology Education Workshop”, which is taught in the training of future teachers of technology in higher education, students have more or less different abilities and inclinations for creative thinking. Each student has certain deposits needed to find creative ideas, and the teacher must fully use their pedagogical skills in this area. Every student has a certain level of competence, and the teacher must constantly increase it. That is why, creative trainings that can identify the hidden creative abilities that exist with the help of special technologies and techniques can be useful and, of course, can be applied in the educational process.

Creativity - the ability to change the mind and creativity; Very close to the concept of “creative thinking”. Creativity includes past, joint and future features of the process, as a result, a person or group of people creates something that did not exist before.

The understanding of creativity is characterized by a very broad perspective: the problem is to create something new in a situation that creates a dominant that reflects past experience; it is to go beyond existing knowledge; it is the interaction that leads to development. There are two main directions in the study of creativity in psychology.

First, the results (products), their quantity, quality and importance;

Second, creativity is seen as a person’s ability to abandon stereotypical ways of thinking.

D. Guilford, one of the founders of the theory of creation, emphasizes six creative parameters:

- 1) The ability to identify and articulate problems;
- 2) Ability to solve many problems;
- 3) Semantic spontaneous flexibility - the ability to produce different ideas;
- 4) Originality - the ability to produce long-distance associations, abnormal responses, non-standard solutions;
- 5) The ability to improve the object by adding details;
- 6) The ability to solve non-standard problems, showing semantic flexibility, that is, the ability to see new features in the object, to find new uses.

It is necessary to take into account the peculiarities of the creative process in the “Technology Education Workshop”. Many researchers consider the creative process to be specific to different areas of activity and knowledge.

However, general requirements for the creative thinking process can be identified. The creative process, regardless of the problems it focuses on, should include:

1. Changing the structure of external information and internal concepts through the formation of similarities and conceptual gaps.
2. Constantly restructure the problem.
3. Use existing knowledge, memories and images to create new knowledge and apply old knowledge and skills in a new way.
4. Use of non-verbal thinking model.

5. The creative process requires internal stress, which can occur in three ways: at each stage of the creative process in the conflict between traditional and new; in the ideas themselves, in different solutions or products; uncertainty can be created between the chaos and the desire for a higher level of education and efficiency within the individual or society as a whole. Probably, three types of tension appear at different stages of the creative process.

Creativity-thinking, emotions, creative abilities that can be expressed in communication and characterize the personality and the product of the activities of this person in general. Creativity is a process of overcoming the interdependence of thinking, emotions, communication. The Creator is always more tolerant than others: he is a habitual behavior, perhaps not the best, but willing to admit that it was accepted by the power of habit; everyone lives in his own world and sees this world with his own eyes, not by those around him. [1. 87 b]

Azizkhujajeva N.N, - "Creativity is a way of professional life, a multifaceted educational process and the desire and ability to create a new pedagogical reality at the level of goals, content, technology. He described creativity as helping the teacher to adapt to the flow of innovative change. [2,139 b]

Guilford: "Creativity is a different way of thinking" begin to look for solutions in grievances.

Different ways of thinking are the basis of creative thinking, characterized by the following characteristics:

1. Speed - the ability to express the maximum number of ideas (in this case, their quality does not matter, but their number)
2. Flexibility - the ability to express different ideas.
3. Originality - the ability to produce new non-standard ideas (this may manifest itself in the answers, may not correspond to the generally accepted).
4. Completeness - the ability to improve the "product" or give it a complete look.

Methods of developing creativity in the "Technology Education Workshop" Of course, no training can teach a person to discover great ideas. But the main advantage of such programs is that they eliminate barriers to the development of creative thinking, and most importantly, the fear of creativity. By clearing their minds, people are not afraid of failure or ridicule, and more actively offer their ideas.

Here are some examples of the most popular methods for finding new ideas.

1. Mental attack (brainstorming). Written by Alex Osborne. The basic principle is to produce an idea and criticize it. Each participant puts forward ideas, others try to develop them, and the analysis of decisions is made later. Sometimes use the "dumb" version of brainstorming - brainwriting, when the thoughts are written on a piece of paper, where the participants pass each other, giving rise to new ideas.
2. Problem method. The goal can be achieved through the development of innovative skills, teaching students to think creatively in the lessons of technology education practicum, problem-solving of the chosen topic.

In the following lessons of the Technological Education Workshop “Processing of individual details and combinations of clothes [4 71 p] to teach creative thinking on the basis of problem-based methods, productive activities of students, combined with the performance of exercises;

The topic begins with an explanation from the teacher and shows students the types of pockets that vary in appearance and shape, taking into account the fashion direction, and asks how they are sewn. Using their life experiences, students correctly answer that there are different types of pockets, such as flaps and leaflets, and that they should be chosen according to the type of clothing. In fact, with this question, the teacher activates the knowledge about the types of pockets, their choice depending on the type of clothing. Then what are the main details of the pocket and what are the factors to consider when designing them? he asks.

Students will be told that the pocket lining of a backpack consists of an aura, and how a leaflet or cover pocket flower can be matched to a front aura flower.

The teacher should explain that the strip of fabric can be crossed on the pocket cover and the length of the detail on the bottom cover of the pocket. Students are encouraged to cut out some of the details themselves so that they can learn to determine the direction of the fabric's longitudinal and transverse stripes.

It is known that in the process of working on the “example” and memory, there are no conditions for independent creative thinking. In addition, clear guidance does not allow it to occur.

For practice, the teacher provides pre-class equipment. Naturally, the operations not performed by the teacher, the cutting of the corner areas associated with the technology of cutting and sewing pocket cover details (cutting with a seam allowance of 0.2 - 0.3 cm) from the details of the aura The pairing processes that form the cant are a big problem for students.

Many students make mistakes such as not being able to draw the corners evenly, sewing the edges in different sizes, not being able to draw the bends out of the bends, and the student who is dissatisfied with his work turns to the teacher and uses this technology. asks to be shown by the teacher.

In order to "independently find a solution to a typical problem situation", the details of the sewing and sewing process are taken. In this case, the technology of sewing cut-out pocket pockets with a lid close to the cut-out pocket is chosen. The teacher creates the following problem situation by saying that the student can rely on previous knowledge. Jackets, jackets, thin woolen garments, and thin woolen garments are shown and asked to differentiate. Attention is paid to the main details of the checkered pocket. Independence in sewing and sewing technology is required.

In order to impart new knowledge by the teacher in the apparatus of OLK-1 [4 Pp. 72-78] may indicate the similarities and differences between this technology and the method mastered by the students. Of course, with a list prepared by the students, the bottom of the liner should be turned down and the base should be flattened along the ridges, processes such as downward installation are properly analyzed. In teaching this topic, you can take one of the types of sewing a list with a reverse stitch, making a list on a machine OLK-1. Or one method may be shown and the others may be used as a model.

Another method of problem-based learning is to "suggest a multivariate problem and identify the missing knowledge in solving it and look for and find a solution to the problem." On the topic of pocket sewing technology, the process of sewing a framed pocket pocket can be offered to students as an assignment.

In this case, the compatibility of the pocket frames, the outer shears of the pocket covers, the plane of the corner of the pocket, the accuracy of the decorative seams, the inability to remove the seams of 0.1, 0.2, 0.3 cm for most students it may not be a problem.

Problem-solving tasks can be extremely challenging for students, and they may be prepared to respond on their own. In such situations, the teacher should reiterate the task and pay attention to the inconsistencies or inconsistencies in the condition. Then it becomes clear that students do not know the answer to the question. Finding solutions to problem-solving tasks allows students to actively and consciously acquire new knowledge and ways of working.

Problem-based learning technology on the subject of "processing of individual details and combinations of clothing" is an effective method of teaching that leads to the conscious mastery of new learning material by students.

CONCLUSION

- The use of methods that encourage students to think creatively to improve the quality of education in the practice of technology education leads to an increase in the effectiveness of training.
- "The use of problem-solving and brainstorming methods in teaching the subject of processing of individual details and combinations of clothes gives students a sense of creativity, not to be afraid of non-standard thinking, to apply knowledge in new situations, identify problems in the work process and find solutions.
- Asking questions and creating situations in the classroom, aimed at creative thinking, serves to develop the individual characteristics of students.

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