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WAYS TO TEACH FUTURE TECHNOLOGY TEACHERS TO THINK CREATIVELY IN DEVELOPING DESIGN COMPETENCIES

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ABOUT ARTICLE

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Abstract: The article highlights the pedagogical aspects of teaching creative thinking in the development of design competencies of future technology teachers, improving the system of activation of creative thinking processes, qualities of independent thinking of a person through creativity, pedagogical influence of intellectual development in creative activities.

INTRODUCTION

At the core of the reforms in the field of education and science in the Republic of Uzbekistan, the issue of developing their creative thinking in the training of future teachers is put forward as an urgent task. In particular, in the current period, there are methods of developing and implementing mechanisms for the formation of motivations of students for learning and improving the system of activating their cognitive processes through new forms of non–traditional methods of teaching, forming professional and pedagogical creativity in them, as well as developing and implementing mechanisms for managing the quality of the educational process through a system of indicators. , these are the ones that require the content modernization of the continuous education system, taking effective measures that serve to raise the effectiveness of education to a new level of quality. With the development of society, the very rapid exchange of techniques and technologies requires a person to adapt to professions and specialties that may change during his life. Therefore, it is necessary to educate students to have a creative approach to their future profession and professional activity.

In particular, it is necessary for a technology teacher to have creativity and creative thinking skills in his work style, unlike other teachers. The qualities of intelligence, ingenuity, thoroughness, curiosity, inquisitiveness, independent and critical thinking are the main factors in organizing the creative activity of a future teacher.

MAIN PART

Creativity (lat., ing. "create" – creation, "creative" – creator) is a creative ability that describes the readiness of an individual to produce new ideas and is part of talent as an independent factor. A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific characteristics and is also reflected as an important factor of talent[1].

Answering the question of what conditions are reflected in the basis of creativity, the American scientist Patti Drapeau shows the following:

advance a problem or scientific hypothesis;

hypothesis testing and modification;

identifying the problem based on the formation of decision results;

sensitivity to the conflict between knowledge and practical actions in finding a solution to a problem[2].

In many cases, creativity represents creativity, suggesting that the two are synonymous concepts. In essence, both concepts represent different situations. That is, if creativity is an effort aimed at creating a product of creativity, creativity is the promotion of many new, original, unique ideas that have no alternative. These concepts, which require each other, serve to create a creative product based on the individual's new, original ideas.

The development of creative thinking in future teachers is directly related to the cognitive process of a person. Human cognitive process represents the systematic manifestation of mental processes. These are reflected in the future teacher's perception, retention, recall and processing of professional knowledge. The productive methods and methods that activate these processes in education were systematically studied by specialists at the end of the last century. Special attention is paid to the development of creative thinking of the future teacher by accelerating cognitive activity.

The subject "Designing and modeling of sewing products", which is a part of special subjects in the training of future technology teachers, is closely related to creative thinking and design activities.

Theoretical and practical knowledge, skills and competences, i.e. integrated content, obtained from all general professional and specialized subjects in this field of education are used in the practical training of "Designing and modeling of sewing products" and helps to develop the design competencies of students.

There is an opportunity for the future technology teachers to use the theoretical and practical knowledge acquired in the lower courses in this subject in the development of design competencies, because based on the knowledge obtained in the subject of "Material Science", they can create modern models by taking into account the characteristics of gasification according to the body type when creating a model. Also, based on the acquired knowledge on the construction and modeling of various items in the disciplines of "Drawing geometry and engineering graphics" and "Design and modeling of garments", they build the base structure for the selected model and create a new model template by technical modeling.

A master garment designer is the owner of several qualities at the same time: an artist, a creative thinker, able to realize his ideas in a sketch, drawing, as well as a psychologist who helps people to express their inner qualities through clothes, and to some extent a director, giving the client every time he should be able to offer a new image, a new role.

Design is a type of artistic design that serves to create an environment of objects combining the principles of convenience, economy and beauty.

Design (incl. design – project, drawing, picture) is a concept that expresses the types of design activities aimed at the formation of aesthetic and functional qualities of the environment of objects[3].

A designer is a strong artist and designer. A person who is engaged in the design of sewing items, while trying to create a beautiful item at the end of his activity, first of all, he should know what is the aesthetic value of this item.

One of the important conditions for the development of creative thinking of future technology teachers in the development of design competencies is explained not only by the correct selection of educational methods in classes, but also by the precise definition and successful implementation of teaching forms[4].

In vocational education, practical methods are considered the most effective method, and this method is important because 75% of the information is retained in the minds of students. However, the methods of independent study of educational materials by students, independent implementation of practical exercises are considered more effective, in which 90% of knowledge is acquired and skills are formed.

Therefore, the use of active methods aimed at students' independent learning, research, independent problem solving, and practical effects will have a good effect. The number of students in the group is important in the teaching process. If there are not many students in the group, it is possible to speed up the teaching using the active method. If there are many students, using active methods may not work well. It will not be possible to work with each of the students.

The future teacher of technology should have comprehensive knowledge and skills, that is, he should be a designer–technologist with sufficient knowledge and skills in order to be fully creative, practical, and independent.

In this case, the stages of training future technology teachers will be as follows, based on the above–mentioned opinions, by gradually revising the process of teaching the subjects "Technology of Garments" together with "Design and Modeling of Garments"[5] from the specialized subjects:

1. The content of education is determined in accordance with the Law "On Education" and the State Education Standards.
2. Training in imparting knowledge to the learner: oral – conversation, story, explanation, lecture, debate, analysis of results; instructional methods – pictures, posters, presentation of raw materials, slides, tours; practical methods are selected in accordance with the lesson topics.
3. Forms of education: conducted in groups, individually, in pairs, in small groups, in intergroup classrooms.
4. Educational tools: sewing machines, looms, gauzes, costume templates, cutting devices, mannequins, finished products.
5. Technical means: ways of using computer, video films, multimedia, blackboard–stands are determined.
6. Educational materials – printed educational and demonstration materials are used.

For the development of designer competence in the learner, it is necessary to develop theoretical knowledge, practical skills, a set of automated theoretical knowledge and skills, control, as well as a monitoring system from general and specialized disciplines. When these steps are fully implemented, a future technology teacher with design competence is formed. The implementation of these recommended stages requires the use of advanced pedagogical technologies in the educational process.

CONCLUSIONS

It is seen that design competences are formed and developed through the development of technological competence, design and creative (creativity) competences in students through the rational use of educational methods and forms of training in conducting general professional and specialized subjects

for future technology teachers, that is, design competences are reflected in students through the teaching of these subjects. qualifying criteria: construction–technological competence and creative competence (creativity, design ability) are formed.

Our main goals and tasks are to provide in–depth knowledge to the future teachers who are being trained in the higher education system, to form in them curiosity, aspiration, creativity skills, and to teach them to find solutions to problems in any conditions.

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