METHODOLOGY OF FORMATION OF CREATIVE COMPETENCE OF STUDENTS IN THE EDUCATIONAL PROCESS USING THE RESOURCES OF PEDAGOGICAL TECHNOLOGIES

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Annotation

The choice of an innovative way of development, the creation and implementation of high technologies, the growing role of knowledge and information in the socio-economic development of the country places a great demand on highly qualified specialists. This article describes the creative competence of future teachers. the test results of development, personal creativity qualities, factors, ways of developing creative competence, and methods and strategies of creative teaching are highlighted. The article talks about the methodology of forming the creative competence of students in the educational process using the resources of pedagogical technologies goes.

Keywords: methodology, creative competence, creativity, education, pedagogy, technology, society.

Creative approaches and achievements have advanced human civilization worldwide in fields ranging from science and technology to philosophy, art, and social sciences. Creative thinking is more than just coming up with random ideas. It is a real skill based on knowledge and experience that allows a person to achieve better results in sometimes difficult situations. A pedagogue plays a special role in the formation of creative thinking skills in future teachers. In this process, "the role of the pedagogue is to create an atmosphere of creativity in the audience. However, the pedagogue should create an environment in the group where future teachers can feel free and share their thoughts and ideas. In order to further activate the processes taking place in the human mind, teachers should act freely in asking different questions, departing from established laws and standards. "supports by encouraging. The correct attitude of the teacher to the creative ideas given by future teachers is important for their understanding of possible and impossible conditions. All these elements are pedagogue-student is an important part of the attitude and ensures the success of future teachers. Societies

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and organizations around the world increasingly need innovative knowledge and creativity to solve problems, which in turn increases the importance of innovation and creative thinking. It is true that the impact of creative thinking on the whole society is behind significant types of innovation, but it is also a universal and equalizing phenomenon, that is, any person, to one degree or another, has the ability to think creatively. According to experts in the field of education and psychologists, creative thinking, understood as being engaged in thought processes related to creative activity, leads to the development of a number of other personal skills. These include metacognitive skills, interpersonal and self-awareness skills, and problem-solving skills. At the same time, personal growth, educational success, future professional success, and public standing also depend on a person's creative thinking skills. The main task of education in creative thinking is to form the skills that the student will need today and in the future to lead a successful life in society. Creative thinking is an important skill for today's youth to adapt to a constantly and rapidly changing environment that requires personnel with up-to-date skills beyond simple literacy. they say. In general, today's student will work in fields that do not even exist in the future, forming new skills for new problems will allow them to solve increasingly complex local and global problems through an unusual approach. The importance of developing creative thinking at school is not limited to the labor market. School is important for young people to discover their abilities and skills, including creative talents. Creative thinking also supports student learning by interpreting events, experiences, and behaviors in new and personally meaningful ways. The curiosity of the learner comes into play in the learning process, and creative thinking thus becomes a means of mutual agreement, even in the context of predetermined educational goals. In order to increase student motivation and interest in school, it is necessary to establish new forms of education that take into account the creative potential and enthusiasm of all students. This can especially help students who are not interested in the educational process, and it will help them express their opinions and develop their potential.

Like other skills, creative thinking can be developed through a practical and focused approach. It seems to some teachers that the development of student's creative thinking comes at the expense of other subjects in the curriculum. In fact, students can think creatively in all subjects. Creative thinking is particularly important as it is developed through approaches that support research and invention rather than blind memorization during instructional classes. Teachers need to be able to distinguish creative thinking, know the conditions suitable for such thinking, and know how to help students think more creatively. A more thorough understanding of how creative thinking occurs, in turn, requires teachers to have a certain amount of time in the educational process for students to have creative ideas. Assessment of creative thinking skills is based on evidence-based evidence, linking what students do, learn, and create on a computer platform to multidimensional competencies. Assessing creativity is analyzing specific claims about a student's abilities in an evidence-based reasoning process. In general, student responses to assessment tasks provide evidence for this reasoning process, while psychometric analysis

determines whether the evidence is sufficient to analyze each claim. This description emphasizes that students need to learn to participate effectively in ideation practices in different contexts and levels of education, to reflect on an idea by assessing its originality and validity, and to refine the idea until it is ready for implementation. will give. The development of this description also took into account the advice of experts in various fields and the results of an extensive literature review on creativity. While creative thinking is a nascent interpretation, the construct of creativity has a broad and strong research tradition. Creativity, then, is the interplay between ability, process, and environment through which an individual or group creates a meaningful product that is both new and useful for that social context. Achieving creative goals requires creative thinking, but it also requires broader and more specific skills and abilities, such as mental capacity, domain knowledge, and artistic talent. For example, great creativity related to the creation of masterpieces of art or technological discoveries requires, in addition to creative thinking, considerable talent, deep knowledge, tireless work in a specific field, and recognition by society that this product has value. On the contrary, small or everyday creativity (for example, skillfully arranging pictures in a photo journal, creating a new dish from leftover food, or finding a creative solution to a complex problem at work) is necessary for almost all people who are capable of creative thinking.

As the first generation of creative thinking tests was based on the idea of domain generality, i.e., the existence of common features of creativity in any field, researchers assumed that the results of a person in tests that assess creativity can be generalized, that creativity in one field can be transferred to another field. These studies either emphasize that the abilities and skills required for creativity are domain-specific and differ from domain to domain, or present models of creativity that partially combine the two approaches. A "domain" is defined as "any particular field of science, such as art, literature, history, or astronomy," or "a set of representations underlying and supporting a particular field of science."

The following domains of creativity have been listed by researchers: everyday, educational, behavioral, scientific, and artistic domains. Creative activity is divided into "artistic" and "scientific" domains. Creative activity can be divided into three general domains: verbal, artistic, and problem solving. creativity is always clearly distinguished from other fields.Four necessary parts for creative activity of any person are listed: abilities related to the field; processes related to creativity; passion for the task (motivation); suitable, favorable environment.Creative productivity is the basic resource or domain-specific skills, including knowledge and technical skills, and the ability to combine them in new ways requires the necessary motivation to move away from ready-made manuals. These four components consist of both stable and improving and environment-susceptible components. It is also appropriate to analyze how students' creative thinking indicators are related to their research skills. Similar to the method used to measure a student's motivation, his research ability can be analyzed based on data obtained from monitoring (telemetry) his behavior on a computerized test.

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