

DEVELOPING A CREATIVE APPROACH IN STUDENTS USING DESIGN METHODS

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Article History Received: 29Aug 2023 Revised: 30Sept 2023 Accepted: 08 Oct 2023 CC License CC-BY-NC-SA 4.0	Abstract: In this article, the specific psychological and pedagogical features of developing a creative approach in students in technological education, the issues of creativity and creativity compatibility, the direction of service to students in the training of product design and preparationscientific hypotheses about the current problems of teaching design methods, developing creative thinking, increasing cognitive activity, being able to apply the learned knowledge in practical activities, and developing the competence of a creative approach. Key words and concepts: pedagogical structure, creative ability, purposeful approach, meaningful approach, active approach, reflexive approach, individual approach, empirical method.
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The economy of Uzbekistan is developing on a global scale. For the further development and progress of Uzbekistan, it is important that we educate qualified personnel who can deeply understand the factors of production and entrepreneurship. Qualified personnel are creative individuals who can create new types of products based on the needs of the population in the free market economy. Light industry and its largest branch - sewing industry, have an important task in solving the issue of comprehensively satisfying the growing material needs of the population of our republic. The task of the sewing industry is to provide the people of Uzbekistan with a wide range of modern clothes of high quality. Expanding the organization of production enterprises and firms in the sewing industry, implementing the specialization of sewing enterprises, organizing preparation and finishing enterprises with new techniques and technologies, implementing high-performance gross mechanized flows for the preparation of sewing products in the industry, technological projects requires the organization of product production.

The constant growth of people's need for modern, high-quality clothes requires enterprises to pay more attention to the issues of increasing their assortment, improving and improving their quality. Fulfillment of this task is inextricably linked with improving the efficiency of sewing enterprises and, first of all, with the improvement of modeling and designing the process of making clothes based on the application of scientific and technical progress. In the conditions of a free market economy, the quality of the model and the period of preparation for production are of particular importance. Therefore, one of the main tasks of the garment industry is the development

and implementation of technology that ensures flexible production, increasing product competitiveness, the ability to quickly replace the product range, and reduce their cost.

To students of the 5th-7th grade of general secondary schools, the technology science service department teaches design methods in product design and preparation classes, develops creative thinking, increases cognitive activity, and applies the learned knowledge in practical activities. ability to use, creative approach, development of competence is one of the urgent issues of today. In this regard, it is necessary to give insights about changes, achievements, shortcomings, new ideas being created. The main goal of this is to increase the effectiveness of the lesson, which creates the basis for successful implementation of educational work.

The development of a creative approach in students in technological education has a unique psychological and pedagogical feature, which includes creating problem situations in connection with the development of students' mental activity, a purposeful and meaningful approach to training, students' taking into account abilities, interests, wishes and desires, educating moral-aesthetic feelings, knowledge system, qualifications and skills are directed to acquisition of various forms and methods of activity. In order to teach students to think creatively, to develop creative thinking in them, first of all, it is necessary for the teacher to be a creative, creative person. Based on this, the following comments can be made: only if the teacher himself is creative, the students can be like that. It is necessary for the teacher to organize lessons in the spirit of creativity, try to try new ideas in the educational process.

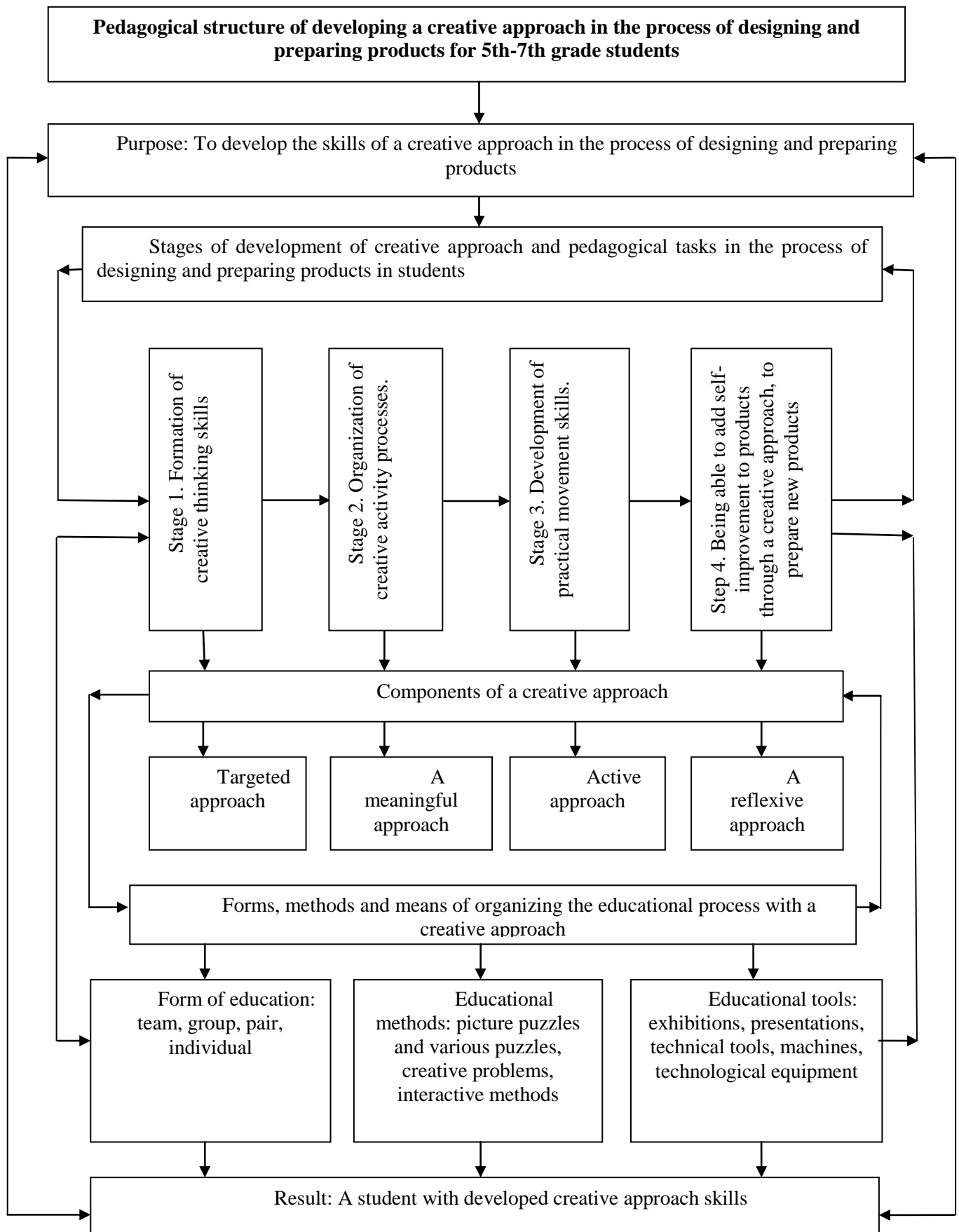


Figure 1. Pedagogical structure of development of creative approach in students

Along with didactic goals in teaching technology to schoolchildren, the teacher should clearly define the goal of developing students' creativity and implement them. Any buds of creative activity in students cannot mature outside of educational activities. In the process of education and upbringing, to reveal the hidden talents of children, to create an opportunity for students to show their creativity, to develop their creativity, to create highly potential, socially active, sharp-minded, inventive, competitive personnel in the future. is considered a guarantee of coming of age. Age and psychological characteristics of students who are active and leading subjects of technological education, specific aspects of technological education require a creative approach from the teacher. The task of the school and the teacher is not only to educate students, but also to develop their abilities. The teacher should encourage students in every aspect of initiative and creativity in every work. It is not appropriate to rush to help a student when he is in trouble, it is necessary to allow them to creatively search and find a solution to the problem themselves. This helps students develop creative qualities, and difficulties should be increased from simple to complex. A teacher of technology can distinguish a student with high creative ability among students; their rich imagination, developed intuition; philosophical thinking; speed of thinking and organization of action; speed of thinking; accepts and responds to different situations equally; high artistic values, the ability to create new things; It is important to determine that there are qualities such as the ability to put forward unique unusual ideas and focus on developing these qualities during the educational process.

Based on the analysis and generalization of the above ideas, we tried to determine the pedagogical structure of developing a creative approach in students in technology lessons. In this case, we came to the opinion that it will be effective if the development of a creative approach in students in technology lessons is carried out through the following pedagogical structure (see Figure 1).

Components of a creative approach:

Targeted approach (why change? For example, to decorate or improve the appearance, to reduce or increase the size, etc.)

Content approach (what should be changed? For example, which part of the item should be changed? What material can be used for decoration?)

Active approach (how to change? How important will these changes be in the future? Can it be applied to other sewing items?)

Reflexive approach (to be able to independently make various changes to sewing items based on the skills developed through a creative approach, to have an understanding of their serial production).

When determining the level of development of the components of the creative approach in students, it is necessary to take an individual approach to their specific creativity qualities, their specific attitude to assigned tasks, cognitive activity and research abilities. We know that creativity is also a form of ability, which is an individual psychological characteristic of each student. That is why students' creative approach to given assignments or problems and the indicator of development of creative approach components differ from each other. This means that each student requires an individual approach to the development of the components of the creative approach. The individual approach is one of the forms of training that implements the pedagogical influence of the teacher on the student, and it has been widely used in the educational process. Its effect was manifested in the form of mentor-student education, especially in the field of technology.

The individual approach is primarily aimed at strengthening positive qualities and eliminating shortcomings. With skill and timely intervention, the unwanted, painful process of retraining can be avoided. An individual approach requires great patience from the teacher, the ability to understand complex forms of behavior. An individual approach is an integral part of the pedagogical process, which helps to involve all students in active work to master the program material. Individual approach is one of the main principles of pedagogy.

An individual approach requires a lot of patience from the teacher, and the ability to understand complex aspects. In all cases, it is necessary to find the reason for the development of certain individual creative qualities of students. In the process of teaching design elements to students in the field of technology science service, it is necessary to give priority to the empirical aspect of the stability of the individual approach in the development of the components of the creative approach.

The stages of development of students' creative approaches in the process of designing and preparing sewing products, improvement of didactic parameters in the implementation of the goals and tasks envisaged by them are important issues. Based on the creative approach of the students, we can explain the didactic parameters of the content of the design and preparation of products, the clarification of the results of the educational activities, the ordered system of the teacher and student activities (see Table 1).

Table 1

The main practical stages of developing a creative approach	The main processes in the teacher's activity	The main processes in the student's activity
Formation of creative thinking skills	to create an understanding of creative thinking, to teach ways of creating new things.	To be able to compare the ways of putting forward new ideas and creating innovations
Development of practical creative movement skills	teaching students how to make changes to the design and preparation of sewing products, organizing simple changes in practice.	learning how to make changes
Organization of creative activity processes	continue to teach students how to make changes in the process of designing and preparing sewing products from gauze, to teach how to make changes according to their own thoughts and ideas	to be able to analyze the changes to be introduced
Making changes to sewing products through a creative approach, being able to make new products	to continue to teach students how to make changes to the process of designing and making sewing products from gauze according to their own ideas, to teach how to make new-looking sewing products	be able to explain the advantages or advantages of a new garment over other garments

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The empirical method is a creative research based on experience, which allows the student to discover the characteristics and relationships of the studied phenomenon. Employs empirical logic that establishes relationships between objects and events through observation.

Empiricism is a philosophical theory that arose in the modern era and promotes the idea that knowledge comes not only from reason, but also from experience. It was a response to rationalism, which identified reason as the only source of knowledge.

Empirical methods are sensory knowledge (sensation, perception, description) and instrumental data. These methods include:

- observation - purposeful perception of events without interfering with them;
- experience - the study of phenomena in controlled and controlled conditions;
- measurement - standard determination of the ratio of the measured value;
- to compare - to determine the similarities, differences or their characteristics of objects.

Empirical emotional cognition or living thinking is the process of cognition itself, which includes three interrelated forms:

1. intuition - the reflection of individual aspects, properties of objects, their direct impact on sensory organs in the mind of a person;
2. perception - a holistic image of the sum of all aspects of an object given directly in living thought, a synthesis of these sensations;
3. representation - a generalized sensory-visual representation of something that was acted upon by the senses in the past, but is not currently perceived.

The most important element of empirical research is truth. Any creative search begins with collecting, systematizing and summarizing facts. Fact: 1. some fragment of reality, an objective event; 2. true knowledge of any event; 3. suggestion received in the process of observation and experiments. The second and third of these meanings are summarized in the concept of "scientific fact". The latter happens when it is an element of the logical structure of a certain system of scientific knowledge and is included in this system.

Scientific facts constitute the main content of scientific knowledge and scientific work. In addition to them, a system of certain scientific facts can be distinguished, the main form of which

is empirical generalizations. This is the basic foundation of science, scientific facts, their classifications and empirical generalizations, their reliability cannot be doubted, and science is sharply distinguished from philosophy and religion. Neither philosophy nor religion creates such facts and generalizations. To conclude from the above scientific considerations, empirical experience is never abundant: it is planned, constructed by theory, and facts are always theoretically loaded in one way or another.

In conclusion, it should be noted that the activity of a creative approach is inextricably linked with the creative process, and any person, especially students, cannot immediately engage in such a process. That's why it is important to prepare students to engage in creative approach activities first. We briefly stated that such problems can be solved using some simple, simple teaching methods that encourage students to think creatively.

Creativity is one of the important characteristics of a person. This feature is related to the mental activity of a person. That is, creativity is an integrative ability that fully combines interrelated abilities and elements. Creativity consists of the following abilities: imagination, fantasy, dreaming, unusual thinking and the development of unique talents. Creativity is the main, but not the only, ability that provides heuristic cognitive activity. It can also be said that students have different creative abilities. According to him, based on the content of research on creative or creative abilities, they bring out personality qualities of different amounts and content in different students.

We recommend using a number of simple, heuristic and practical methods based on experiences to develop a creative approach in students using design methods in technology lessons.

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