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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**ASSESSMENT CRITERIA OF DEVELOPMENT OF STUDENTS'
CREATIVITY IN "TECHNOLOGY" LESSONS****Turgun Aliboyev***Doctor of Philosophy in Pedagogy (PhD), Senior Lecturer**Jizzakh State Pedagogical University**Jizzakh, Uzbekistan**E-mail: aliboyev@mail.ru***ABOUT ARTICLE**

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Abstract: The educational process has a wide range of opportunities for the development of students' creativity. Effective use of available opportunities will serve to achieve the expected results in this regard. The fact that science teachers have criteria for evaluating the level of development of relevant qualities ensures the consistency and effectiveness of practical efforts to develop the qualities of creativity in students. The article talks about the criteria for evaluating the development of students' creativity.

INTRODUCTION

Among the factors that are effective in the development of creativity in a person, the following can be recognized: communication with a wide range of artists, including adults; the presence of an adult environment as an image that allows for imitation; that the interaction between parents and children is based on a democratic style; give the child the opportunity to express his opinion; active, practical position of adults; teach the child to work from a very young age; to consistently develop the child's creative qualities by ensuring his membership in various circles; to allow the child to feel the joy of realizing existence through personal experience, travel; supporting the child's research activities [2].

It is known that each quality characteristic of a person is manifested on the basis of certain signs. Researchers in the fields of pedagogy and psychology pay attention to the identification and systematization of the qualities that determine the creativity of a person. In particular, O.V. Butorina [1], relying on the opinions put forward by various authors, systematized the signs reflecting on the basis of creativity as follows: possession of creative ability; intellectual creativity; originality,

originality; non-direct association; restructuring of the integrated system; coding of information in an unusual manner (secrecy); divergent thinking (shifting of thinking); the result of internal conflicts (or lack of internal conflicts); going beyond existing knowledge; unorthodox thinking that allows for a quick solution to a problem situation, etc. [1].

MATERIALS AND METHODS

According to Patti Drapeau [4], creative thinking is, first of all, comprehensive thinking about a specific issue.

Multidisciplinary thinking requires students to rely on multiple ideas when completing assignments, problems, and tasks. In contrast, one-sided thinking is based on only one correct idea. In observation, it is impossible to deny one of the one-sided and multi-sided thinking on the issue. Therefore, one and all-round thinking is equally important in the formation of creativity. That is, when completing a task, solving a problem, the student looks for several options for a solution (multidirectional thinking), and then stops at the only correct solution that guarantees the most optimal result (unidirectional thinking). In our opinion, in order to develop the qualities of creativity in a person, it is appropriate to accustom him to thinking, summarizing information, analyzing, and making the right decision in various complex situations from a young age.

Creativity requires freedom of thought. For this, a person needs to be able to express the initial interpretation without paying attention to the analysis in the process of thinking. This is the goal of using the interactive "Brainstorming" method in the educational process. According to the specified requirement, the learners understand the essence of the process, object, subject or event based on the terms of connotation (representing figurative meanings) rather than denotation (for example, when a fox evaluates concepts such as "cunning", "coward" in the case of a rabbit, "greedy" in the case of a wolf, "loyalty" in the case of a swan).

Taking into account the level of education and life experience of teenagers and young adults, it is appropriate to accustom them to creative thinking. "Development of creativity requires special psychological preparation. After all, if a person considers himself lucky, this belief turns him into a generator of new ideas. Fear, hesitation and negative subconscious instructions serve to deny creative ideas" [3]. Accordingly, although teenagers and young adults rely on reality and denotation to respond to the object of assessment according to their level of knowledge and life experience, a comprehensive approach to consistently finding a solution to a problem, to encourage them to find different solution options, to encourage them to justify their opinion about the solution, to form the problem of being able to say at least five logical ideas about the solution of the problem, helps to effectively develop their creativity. Academic subjects play a special role in the development of creativity in students. After all, regardless of whether they are of a social, humanitarian, natural or practical nature, the tasks given to students in the classes organized by academic subjects make them think, think, think

logically, the subject being studied encourages to put forward original ideas. In conducting research, T.F. Bashina, O.V. Butsik, T.I. Vinogradova (Gritsay), A.G. Gersov, Dj.P. Gilford, V.M. Golubova, V.N. Druzhinin, I.A. Malakhova, T.S. Mamontova, Ye.L. Sodatova, Ye. Tunik, M.H. Usmonboeva, P. Drepeau (Patti Drapeau), based on the views of researchers such as Ellis Paul Torrens, attention was paid to studying the system of actions that have the qualities of creativity, that is, organized by creativity.

According to the results of the study, it was concluded that the following system of actions is organized by a creative person: the ability to feel novelty, the desire to manifest the qualities of creativity, the feeling of a creative environment, the reshaping of the structural structure of the object, self-positive assessment, belief in one's own strength and capabilities, possession of a sense of love for beauty, associative movement from one problem to another, striving to find similarities between separate elements (ideas), indirectly understanding one idea expressing in different interpretations, accepting one's own and others' imaginative, new and unusual ideas, having a highly positive attitude towards uncertain and complex situations, showing constructive activity in uncertain and complex situations.

RESULTS AND DISCUSSIONS

It is known that the quality and practical value of any product is evaluated based on certain criteria. In the course of research, an answer was also found to the question of what criteria are used to evaluate the quality and practical value of a creative product. The leading theoretical ideas of the research aimed at the development of students' creativity in the "Technology" classes, the results of pedagogical observation, and the general description of the creative product confirmed the feasibility of evaluating its quality and practical value according to the following criteria:

1. Perfection (the thoroughness of the creative idea in all aspects; the mutual proportionality of the form, color, spatial and compositional aspects of the creative product).
2. Harmony of content and form (the creative idea has a thorough theoretical basis, logical conclusion; the theoretical idea is expressed in the formal structure of the creative product).
3. Originality (of a creative idea not expressed by othersthat it has been promoted; the creation of a creative product on a topic or idea that others "didn't touch").
4. Completion (completion; complete expression of the initial and final mental actions (operations) in the content of the creative idea; all details have been fully completed in the creative product).
5. Possession of emotional-aesthetic effect (emotional expression of a creative idea and product and the ability to have an aesthetic effect on others).
6. Ability to satisfy existing emotional and aesthetic needs (creative idea and product can evoke emotional experiences in social subjects and serve to satisfy their aesthetic needs).

7. Possession of practical value (creative idea, product serving to organize interpersonal social, economic, cultural relations).

There is an important process in the organization of scientific research in pedagogical and psychological directions, and this process is a criterion and level that allows to assess the level of formation of theoretical knowledge or practical skills in students selected as respondents according to the program recommended for testing. development of indicators is considered. When developing criteria and level indicators, the theoretical principles defining the solution of the selected problem and the main signs manifested in the behavior (activity) of the respondent-students are taken into account. Accordingly, it is required that the criteria and level indicators should be able to clearly reflect the general nature of the research process.

As a result of the theoretical and practical study of the pedagogical process aimed at developing students' creativity in the "Technology" classes, analysis of the main, important situations, and direct observation of the activity of the respondents-students, the situations before and after the experiment were determined using the following criteria. It was concluded that it is possible to evaluate:

1. Possession of creative qualities.
2. Ability to justify original creative ideas.
3. Having the ability to approach activities creatively.
4. Ability to create creative products.

According to the modern requirements for the development of a person, the level of formation or development of a certain quality, the indicators recorded by the respondents-students should correspond to the criteria that allow to evaluate the results of the relevant research and should be able to express the indicators of a certain level. During the period of conducting the research, relying on the didactic possibilities of the "Technology" lessons, the students' creativity qualities, the ability to base their own creative ideas, and the ability to create creative products are understood (possessing theoretical knowledge), practical-active (execution; practical vision). possession of knowledge and skills) and reflexive-evaluation (monitoring and analyzing the possession of creativity qualities based on self-analysis) are low, medium and highly developed cases, it is necessary to confirm that the research is effective, it was decided. According to this decision, the level indicators representing the development of students' creativity in the "Technology" classes were set as follows:

1) high level - has creative qualities and consistently improves them; has the ability to justify unique creative ideas; can approach activities creatively; can create creative products with complex solutions;

2) middle level - tries to master creative qualities consistently; if it is not well-grounded, it tends to promote unique creative ideas, as well as a creative approach to activities; can create creative products with sometimes uncomplicated solutions;

3) low level - tries to master creative qualities; tries to promote creative ideas, although sometimes they are not well-grounded; has difficulty in creative approach to activity, therefore the effort to create creative products does not give the expected result.

CONCLUSION

Thus, a person's possession of certain qualities is determined using diagnostic methods and tools. It is important that diagnostic methods and tools are effective. However, when diagnosing a person's possession of certain qualities, first of all, it is necessary to clearly determine the criteria and level indicators that provide the possibility of assessing its existence or development (formation), correct and rational organization of pedagogical and psychological activities, and impartial evaluation of the results. will help. Therefore, it is important to justify the criteria for evaluating the possession of certain qualities in a person. The fact that teachers in general secondary schools have criteria and level indicators for evaluating the level of development of creative qualities in students makes it possible for them to objectively evaluate the results of the creative activity of students.

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