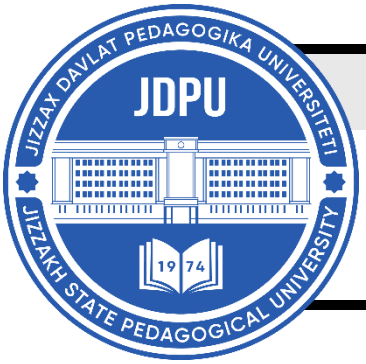
DOI: https://doi.org/10.37547/mesmj-V6-I5-03 Pages: 21-25

MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL

http://mentaljournal-jspu.uz/index.php/mesmj/index

ENHANCING STUDENTS' CREATIVE ABILITIES THROUGH MODERN PEDAGOGICAL TECHNOLOGIES IN TECHNOLOGICAL EDUCATION

Islom Yetmishovich Azamatov
Teacher of the department of Technological education and fine arts
Jizzakh state pedagogical university
Jizzakh, Uzbekistan

ABOUT ARTICLE

Key words: creative thinking, pedagogical technologies, technological education, student engagement, innovation, problem-solving, teaching methods, vocational skills, creativity development, active learning, interactive activities, critical thinking, educational standards, professional growth, learner motivation.

Received: 10.08.25
Accepted: 12.08.25
Published: 14.08.25

Abstract: This article explores the importance of developing students' creative abilities through modern pedagogical technologies in technological education. It emphasizes the role of creativity in enhancing students' thinking, problem-solving, and vocational skills. The study highlights effective methods such as interactive activities, non-traditional teaching techniques, and the use of innovative strategies to increase student engagement and self-confidence. The article also discusses the teacher's responsibility in fostering an encouraging learning environment and nurturing students' individual potential. The findings underline that well-structured, creativity-focused lessons significantly contribute to students' personal, intellectual, and professional growth, aligning with international educational standards.

Introduction

In our country, consistent and large-scale efforts are being carried out to reform the education system and ensure its full compliance with international standards. Based on the essence of the pedagogical-psychological services being implemented in the education system, their use in general secondary schools allows for the study and in-depth research of each student's inner potential, the identification and evaluation of their creativity in specific areas, and the development of improvement programs aimed at further enriching students' creative

abilities in accordance with existing conditions. At the core of all this lies the special education and upbringing provided to the younger generation within the family, educational institutions, and other branches of the public education system. In particular, it is appropriate for every student and young person to develop a broad worldview, scientific potential, and the ability to think independently and creatively [1].

Materials and methods

One of the most effective ways to develop creativity is to engage all students from an early age in productive creative activities and vocational learning, to organize lessons in a creative manner, and to widely use various non-traditional teaching methods [2]. Based on the above ideas, we can see that the successful implementation of technological education classes and achieving quality outcomes in technological education and upbringing largely depend on students' creative thinking. The specific feature of technological education lessons is that they involve the development of students' skills and competencies related to the process of technological education and technical creativity through various theoretical and practical activities.

Through this process, students acquire the knowledge they need, which also holds social significance. Furthermore, the responsibility of technological education teachers working in general secondary schools lies in improving the development of students' creative abilities, exploring their inner potential, and properly guiding their creative talents.

The organization of the learning process in technological education classes not only serves to equip students with skills and competencies in a specific area of technology, but also plays a crucial role in developing their intellectual and creative abilities. Moreover, it is of great importance in fostering students' interest in and attitude toward technological education classes, making technology lessons highly significant in the overall educational process [3].

In technological education classes, the use of modern pedagogical technology methods, along with teaching tools and techniques, plays a key role in the success of the educational process. This success depends not only on the form of instruction but also on the effectiveness of the methods applied. In educational theory, the application of various new pedagogical technology methods occupies a central place. The core essence of modern pedagogical technology lies in the mutual cooperation and active participation of both teachers and students. If the teacher remains the main figure in the lesson — the one who solely presents ideas — then students' sense of responsibility and accountability tends to weaken. As a result, they become less likely to engage in independent thinking, critical reflection, and drawing their own conclusions [4–6].

The application of pedagogical technology in the learning process enables the teacher to foster initiative and independence in students, ensure the deep assimilation of knowledge, and develop the necessary skills and competencies. It also helps nurture students' observation skills, thinking abilities, logical speech, memory, and creative imagination. To enhance learners' methodological competence, it is advisable for the teacher to follow the guidelines below:

- The learner should be able to clearly understand the problem-based task given by the teacher and grasp the different aspects of complex and challenging issues.
- The learner should be encouraged to generate and propose a variety of ideas, thoughts, assumptions, and alternative solutions.
- The learner should be able to enrich an idea with different images and details, and improve upon the expressed thoughts.
- Attention should be given to the originality, uniqueness, and engagement of the learner's ideas.
- The teacher should support the development of students' ideas, cultivate ingenuity, and enhance their ability to think creatively.
- To develop students' emotional interest, curiosity, creative motivation, and the need for engaging in creative activity.
- To help students acquire skills and competencies in generating new ideas and original thoughts.
- During the application of these methods, the teacher should strive to receive a wide range of ideas and suggestions from students.
- To encourage students to visualize and imagine the ideas expressed.
- To train students to keep thinking even if they do not initially come up with the correct answer.
- Even when the student finds a correct answer, to motivate them to think of other possible alternatives.
- To teach students how to express their ideas freely in front of their peers in the classroom.
- To encourage students to discuss and reflect on their own ideas within the group.
- To consider and value students' suggestions, even if they cannot be applied in practice.
- To develop a sense of responsibility in students for their own thoughts and to help them learn that ideas can be implemented even without external encouragement.

- To analyze students' proposed ideas and suggestions without directly criticizing whether they are right or wrong.

Following these guidelines allows the teacher to increase student interest in lessons and fosters an active and engaged classroom environment.

In addition, while implementing the aforementioned guidelines during the lesson, the teacher not only imparts knowledge to students but also helps shape their professional knowledge, skills, and competencies, thereby fostering students' vocational interests and developing their spiritual worldview. To achieve this, the use of various methods and activities in technological education lessons—such as "Problem Situation," "Cluster," "Venn Diagram," "Think for Yourself, Search for Yourself, Discover Yourself," "Who Knows the Most Innovations?", "Who Is the Creator?", "Nature and Technology," and others—can significantly enhance the effectiveness of the lesson.

Thus, developing the creative abilities of students in general secondary education schools is a multifaceted and complex pedagogical-psychological process. Successfully organizing this process requires the teacher to have a strong grasp of pedagogical and psychological knowledge, as well as the ability to correctly organize the teaching process from both technological and methodological perspectives. Furthermore, organizing this process within the educational framework.

Discussion And Results

In conclusion, in order to develop students' broad thinking, creativity, creative thinking (creativity), as well as their creative abilities and talents, it is essential to apply various modern pedagogical technologies in the educational process. Such an approach not only deepens students' knowledge, skills, and competencies but also fosters broad-mindedness, willpower, self-confidence, activeness, and the ability to work independently. Moreover, it helps to instill qualities such as diligence and a strong drive toward achieving goals. Thus, technology education lessons organized on the basis of modern pedagogical technologies serve not only to improve students' professional preparedness but also play a key role in developing their personal and creative potential.

References:

1. Abdukarimov A. The Role of Pedagogical Technologies in Developing Creative Thinking. — Tashkent: O'qituvchi, 2020. — 156 p.
2. Akhmedov Sh.R. Innovative Technologies in Vocational Education. — Samarkand: Zarafshon, 2021. — 142 p.

3. Karimova N.Kh. Fundamentals of Technological Education. — Tashkent: Science and Technology, 2019. — 200 p.

4. Jalilov J.M. Modern Pedagogical Technologies: Theory and Practice. — Tashkent: Iqbol, 2022. — 248 p.

5. Saidova M.T. Methodology of Developing Creative Thinking in Pupils. — Tashkent: NMIU, 2020. — 132 p.

6. Ganiev R.Kh., Gofurova Z.M. Pedagogical Technologies and Pedagogical Skills. — Tashkent: Fan, 2018. — 276 p.

7. Bobomurodov S.S. Formation of Professional Competence in the Education System. — Tashkent: New Generation, 2021. — 198 p.

8. Decree of the President of the Republic of Uzbekistan No. PQ-2909 “Action Strategy on Five Priority Directions of Development of the Republic of Uzbekistan for 2017–2021”. — Tashkent, 2017.

9. Mirzayeva D.I. Pedagogical Innovations and Their Importance in Education. — Namangan: NamETU Publishing House, 2020. — 88 p.

10. Yusupova S.T. Ways of Teaching Students Independent Thinking. — Tashkent: Ilm Ziyo, 2021. — 104 p.