



## DISTINCTIVE FEATURES OF DEVELOPING CREATIVITY IN FUTURE TECHNOLOGY EDUCATION TEACHERS

Utayeva.N.N

*Doctoral candidate at the T.N. Kori Niyazi Scientific Research Institute of Pedagogical Sciences, Uzbekistan*

**Abstract:** *This article provides information on the distinctive features of developing creativity in future technology education teachers.*

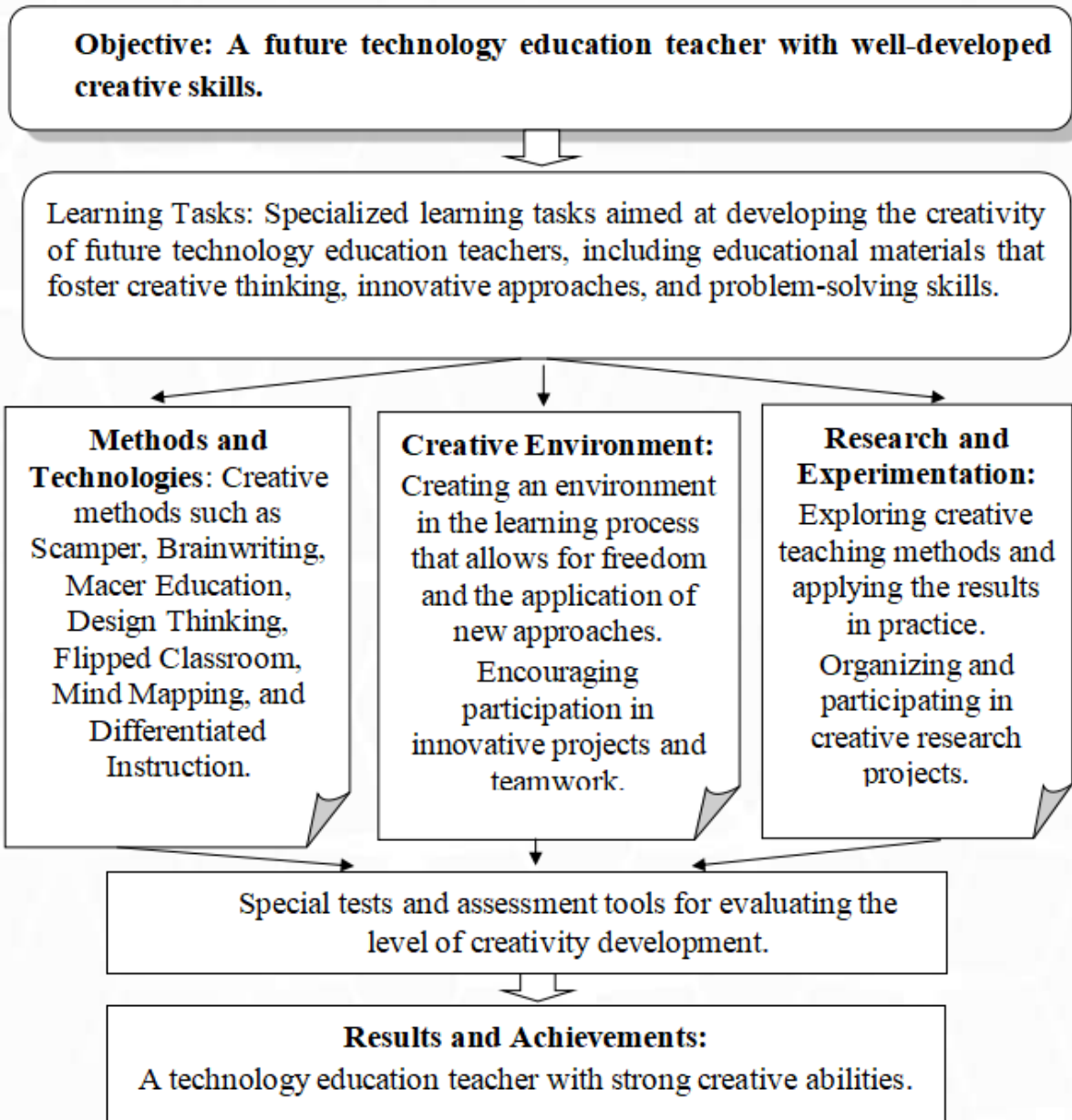
**Key words:** *creativity, creative qualities, creative environment, communication, technological approach, task.*

Creative thinking is one of the essential competencies required for successful functioning in 21st-century society and is a vital skill that modern specialists must possess. It is well known that the primary objective of education is to cultivate skills that learners need today and in the future for a successful life in society. Creative thinking drives human civilization forward in various fields, from science and technology to philosophy, art, and the humanities [1].

Therefore, creative thinking is more than just generating random ideas; it is a real skill rooted in knowledge and experience, enabling individuals to achieve better outcomes, even in complex situations. Societies and organizations worldwide increasingly need innovative knowledge and creativity to solve problems, further emphasizing the importance of collaborative innovation and creative thinking [2].

Our research aims to explore the didactic opportunities for preparing technology education teachers with well-developed creative skills. Specifically, we seek to enhance the content of future technology education teachers' creative activities, based on the information gathered, to organize students' creative activities in the process of teaching technology in general education schools. The analysis is based on examining relevant sources to assess the process of developing creativity in future technology education teachers. During the research and exploration process, it was determined that a technological map aimed at guiding future technology education teachers toward creative, innovative, and effective activities is essential in teacher preparation. As a result of the research, an algorithmic map was developed to foster creative activities in future technology education teachers.

Based on the above, we consider it essential to focus on the qualification requirements, systematic organization, and consistency of curricula and programs to improve the quality and effectiveness of preparing technology education teachers with strong creative abilities. Therefore, to clarify the aspects necessary for developing professional creativity in future technology education teachers, we examined the core essence of the chosen educational field as the object of our research.



## Map for Developing Creative Activities in Future Technology Education Teachers

Moreover, it is important for future technology education teachers, studying in the field of technology education, to adhere to the principles and criteria of educational content, emphasize continuity and systematicity in preparing educational materials within the scope of specialized subjects, and integrate modern approaches in this process. This includes embedding assignments that encourage creativity and foster critical and logical thinking within the materials. It is also crucial to harmonize epistemological, organizational, psychological, didactic, and cybernetic principles in the teaching and learning process.

Pedagogical observations and practical experience in the field indicate that there is a growing need to develop creative thinking in students from a young age, aligning with the requirements of production, industry, and service sectors. This underscores the importance of developing creative activities in future teachers being trained in



technology education. In this process, incorporating creative methods such as Scamper, Brainwriting, Macer Education, Design Thinking, Flipped Classroom, Mind Mapping, and Differentiated Instruction into teaching is highly valuable.

### Developing Creativity in Future Technology Education Teachers

To enhance the creativity of future technology education teachers, it is essential not to overlook the fundamental aspects of this concept, such as originality, practicality, uniqueness, and freedom. Creative thinking implies thorough consideration of a given problem and the ability to approach a single point from various perspectives.

The presence of creativity in a future technology education teacher is manifested not by a broad knowledge base but by the desire to generate new ideas, reform and transform established stereotypes, and make unexpected and unconventional decisions while solving problems during their work. In other words, creativity cannot be achieved by merely repeating the provided knowledge; the emergence of new thoughts and ideas is essential in the creative thinking process. Therefore, imagination plays a crucial role in creative thinking.

When Albert Einstein said, “Imagination is more important than knowledge,” he was highlighting precisely this aspect. Often, unconventional ideas and solutions come to mind unexpectedly. To facilitate this, it is necessary to eliminate monotony and habitual thinking in the thought process.

Creative thinking is a way of thinking that leads to creating valuable and original ideas. Teachers who approach their pedagogical activities creatively can find unconventional solutions to unexpected problems and easily navigate challenging situations in their daily functional activities.

In general education schools, when students are given ready-made models of products in technology classes or are asked to draw based on a given design, and teachers reward good executors with high grades, it can restrict students. Consequently, many students develop the habit of asking if there is a model provided whenever they are given an assignment. This is the result of relying on pre-existing models. To address this, it is appropriate to focus on nurturing creativity in the educational process. For example, presenting students with non-standard tests or asking them to continue incomplete drawings can develop their ingenuity, creativity, and ability to view issues from multiple perspectives.

The creativity of a future technology education teacher becomes evident in organizing the educational process, where they foster students' creative potential and balance knowledge and skills by using educational technologies.

In conclusion, developing the creative activity of future technology education teachers can be seen as a didactic task and the technology to solve it within the pedagogical system. Our research aims to explore the didactic opportunities in preparing technology education teachers by considering the components of creative activity during the training process of future specialists.



## REFERENCES:

1. Hennessey, B., & T. Amabile (2010). "Creativity," *Annual Review of Psychology*, Vol. 61, pp. 569-598.
2. OECD (2010). *The OECD Innovation Strategy: Getting a Head Start on Tomorrow*, OECD.
3. Utayeva N.N. "Problems of Developing Creativity in Technology Education Teachers," *Ilim hám jámiet* scientific-methodological journal. – Nukus. 2022. – №2. – pp. 55–56.
4. Aripjanova A.R. *Development of Creative Potential of Higher Education Teachers in the Conditions of Educational Informatization*. PhD dissertation in pedagogical sciences. – Tashkent, 2017.