



Methods of Creating Creative Imagination in their Lessons

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Abstract: This article covers how a student can express his / her opinion through problem teaching, approach each other with respect in the process of training, have confidence and work spirit dominated in students. It is stated that the student has a sincere desire to teach, feels that he sees it as equal to himself, taking into account the individual factor in the teaching, the teacher's ability to work on himself, mastering the methods of scientific knowledge, the ability to conduct research activities, to conduct lessons with problematic education.

Keywords: continuing education, innovative processes, facilitation, modern approaches, problem-based learning technologies.

The main goal of problem-based learning is to get students to fully understand the problem and teach them to solve it. One of the main issues in the practice of problem-based learning is to create a problem situation related to the subject being studied.

Technologyization of the educational process was recognized as an important direction of the reform that is being carried out to improve the continuous education system in Uzbekistan. The effectiveness of this process was ensured by the teachers' active use of modern educational technologies in educational practice, as well as awareness of modern technologies used in the educational practice of developed foreign countries. The solution of the pedagogical task is achieved by designing the content and tools of the activities of the teacher and the listener. In modern conditions, the technologicalization of the educational process requires a new approach to its design, that is, the need to illuminate the educational process according to its technological structure.

Problem-based learning increases students' cognitive activity and creative independence.

The essence of problem-based education is to create (organize) problem situations and solve them in cooperation between the student and the teacher. In this case, the independent work of students (thinking, solving problems, etc.) should be as high as possible, and the activity of the teacher should be as guiding as possible. Problem - (Greek. problema - problem) - a complex question, a problem that requires a solution.

Types of problem-based learning technologies:

Person-oriented educational technology

Cooperative learning educational technology

Heuristic (research) educational technology

Project education technology

Educational technology that develops critical thinking

One of today's urgent problems is the idea of continuous development of a person as a subject, lifelong learning, and the fact that students should carry out their educational activities not only to understand the world, to develop human abilities, but also to change the world for the better.

Changing the world for the better is a process related to the concept of creativity. Creativity is an activity that manifests human qualities such as efficiency, high level of thinking, ability to see a problem, research, intuition, speed of mental reaction.

Today, global education emphasizes that the use of problem-based educational technologies is highly effective in developing the abilities of each individual in the educational process, encouraging him to be creative.

So, in order to ensure the relevance of today's education:

1. Use of life skills formation methods;
2. Determining whether life skills have been formed and developing methods for evaluation are becoming important. As a result, the following general skills and attitudes are achieved:
 - Ability to work in a team
 - Listening to others
 - Ability to make decisions
 - To cooperate
 - Ability to solve problems
 - Ability to critically analyze information
 - To determine one's own educational direction
 - Ability to demonstrate knowledge

There are many approaches to the educational process in the theory and practice of pedagogy. The nature of pedagogical technologies comes from this approach. However, many pedagogical technologies are similar to each other in their content, purpose, methods and tools. Pedagogical technologies can be divided into several types based on these similar features.

They are divided into three groups according to their application and scope (scale):

1. General pedagogical technologies.
2. Special methodical pedagogical technologies.
3. Small-module (local, focused on filling the local gap) universal technologies.

The design of the educational process is of particular importance in organizing the teacher's professional activity. The study of each training course is carried out on the basis of the design of individual subjects and sections.

The design product is the design of the educational process. As a result of the analysis of the essence of pedagogical practice, several laws of the design of the educational process were distinguished.

The technologicalization of the educational process is the organizational and technical organization of pedagogical activities aimed at the formation of spiritual and moral qualities in the student, based on a clear goal and social idea.

There is no opportunity to see the results of this process in a short period of time in the technologicalization of the educational process, which is different from the educational process. The specific characteristics of the educational process, the possible conflicts between the listener and the teacher, require a creative and responsible approach to the technologicalization of the educational process.

In modern conditions, it is advisable to abandon the formality of spiritual and educational events. After all, in the process of organizing a specific event based on a ready-made scenario, the audience,

who are its main subjects, participate not as an active participant, as a person determining the outcome of the event, but as a simple performer. This situation causes a number of negative consequences.

In particular:

- students develop a negative attitude towards educational activities;
- students are not given the opportunity to develop independent thinking and creativity;
- There are conditions for the formation of the conclusion that conducting events with students is not aimed at ensuring their growth as individuals, but is a tool that serves to gain a "false reputation" of the class in front of the team of the educational institution.

During the discussion, it is important not to allow the teacher to give various reprimands, on the contrary, to determine the mistakes and shortcomings made by the students themselves, and to determine measures for their elimination (preventing their repetition during the next event).

In order to develop their creative abilities, students should always be encouraged to ask questions. It is necessary to show how a question appears out of nowhere, to clarify contradictions at the end of the lesson. The essence of the problem-based method is to create problem situations and solve them in the course of training, based on didactic conflicts. It is a way of conflict resolution or scientific knowledge, but also a way of learning.

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