Improving the Mechanisms of Formation of Student Creativity on the Basis of Pedagogical Technologies

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Abstract: This article describes the problem-based learning technology, its tasks, goals, advantages of using this technology in the educational process and ways to further enhance students' creativity on this basis.

Keywords: Problem-based learning technology, motive, problem situation, reaction, new facts.

It is no secret that pedagogical technologies increase the efficiency of the educational process. Therefore, a number of measures are being taken in our country to radically reform the education system. In particular, the introduction of new pedagogical technologies in the education system is achieving efficiency. is one of the technologies introduced in the education system of many countries.

Problem-based learning technology is a technology under the guidance of a teacher that allows students to create active and independent activities to create and solve problem situations in the minds of students, resulting in creative mastery of learning. It is especially important in the development of knowledge, skills and mental abilities. (D.V. Chernilevskiy). The goal of problem-based learning technology is to develop students 'logical, rational, critical, and creative thinking and cognitive abilities as subjects in the learning process, which is to encourage them to seek independent activity. According to the pedagogical scientist Makhmutov, problem-based education provides the following functions.

- mastering the knowledge system and methods of mental and practical activity;
- development of intelligence, ie cognitive independence and creative abilities;
- formation of dialectical-materialist thinking;
- Education of a comprehensively developed person.

Specific features of problem-based learning:

- teaching skills of creative acquisition of knowledge (application of a system of logical techniques or individual methods of creative activity);
- to develop the skills of creative application of knowledge (application of the acquired knowledge in a new situation) and the solution of educational problems;
- Formation and accumulation of experience in creative activity (mastering research methods, solving practical problems and artistic reflection of reality);
- Development of teaching, social and moral motivation.

Peculiarities of problem-based learning.

1) Specific intellectual activity of the student in the independent acquisition of new concepts by solving educational problems that provide the formation of consciousness, depth, solidity of knowledge and logical-theoretical and intuitive thinking.
2) There are features of critical, creative, dialectical thinking that influence the formation of worldview, because the solution of students' independent problems is at the same time the main condition for the transformation of knowledge into trust.
3) Assimilate new facts as quickly as possible.
   In problem-based learning, the connection between learning and practice and the use of students 'life experiences are not theoretical conclusions, but a simple illustration of rules, rather as a source of new knowledge and an area of application of learned knowledge. methods of problem solving in practice. Therefore, life connection is the most important tool for creating problem situations and serves as a criterion (directly or indirectly) for assessing the correctness of solving educational problems.
4) Systematic application by the teacher of the most effective combination of different types and kinds of independent work of students requires the actualization of previously acquired knowledge, as well as the acquisition of new knowledge and methods of activity.
5) Individualization of learning, which is manifested in the problems of education of different complexity, the difference in its formation, the promotion of different hypotheses and finding specific ways to prove them.
6) The dynamics of problem-based learning, that is, the transition from one situation to another in a natural way, according to the law of interdependence and interdependence of everything and the surrounding phenomenon.
7) High emotional activity of students, firstly, if the problem situation itself is a source of excitement, and secondly, the active mental activity of the student is inextricably linked with emotional activity field of mental activity related to
8) Induction and deduction, as well as a new ratio of reproductive and productive acquisition of knowledge. In this case, the acquisition of new knowledge by their students occurs as an independent discovery that is, as a problem-based learning. by analyzing the structure and problem situations, formulating problems and solving them - making assumptions, substantiating and supporting hypotheses.

“The essence of problem-based learning is that the teacher manages the students' learning activities by creating a problem situation in the student's academic work and acquiring new knowledge by solving learning tasks, problems and questions. It is known that any basis of teaching is based on certain laws of human activity, personal development and the principles and rules of pedagogical science formed on their basis. The process of human cognitive activity is based on objective laws and didactic principle - problem solving in solving logical cognitive contradictions "(1.-70p)

Problem-based learning technology not only expands the scope of students' thinking, but also helps to decide on such features as creativity, objective approach to the problem. The most important thing in problem-based learning is to create a problem situation, because When creating a problem situation, it is necessary to pay attention to the following:

a) The selected situation should be at the level of the problem.
b) Taking into account the age, psycho-physiological characteristics of students.

c) Not to touch the identity of any Student in the group.

d) The problem situation is relevant to the topic in the field of science.

e) Not focusing on political, religious, ethnic, racial issues. Analyzing a problem situation is sharpening a student's mental ability.

The problem consists of three components: known (based on a given task), unknown (finding them leads to the formation of new knowledge) and previous knowledge (student experience). They are needed to carry out searches to find the unknown. First of all, the student is given a task of a learning problem that is unknown to him, and then the methods and results of its implementation are unknown. its independent solution cannot be a learning problem, and secondly, it cannot be a learning problem even if they do not know how to solve a problem and the means to find it. ”(1.-72p)

The learning problem should serve the formation of new knowledge for students, and at the same time there should be a certain BCM to find the unknown. Students try to come up with a solution to the problem, hypothesis and substantiate it. The problem situation is filled with problem questions, and each of the questions is more complicated than the previous one. Problem-based learning-problem-research-problem-solving-problem-solving. problem-solving learning technology should help students to process and process information, events and happenings in their minds and use their knowledge in the search for a solution. In short, problem-based learning technology allows students to acquire knowledge independently, develop students' cognitive activity, serves for creative and free thinking.

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