

## FINNISH EXPERIENCE IN THE FORMATION OF STUDENTS CREATIVE TALENTS (ON THE EXAMPLE OF TECHNOLOGY CLASSES)

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### ANNOTATION

This article discusses the current challenges facing the science of technology in general secondary schools and the Finnish education system, the educational process, psychological, pedagogical and technical-technological aspects.

**Keywords.** project, creativity, creative thinking, ability, creative ability.

### INTRODUCTION

On October 30, 2020, a video conference chaired by the President of the Republic of Uzbekistan Shavkat Mirziyoyev was held to improve the education system and accelerate the development of science in the country. The problems of education and the task of improving the quality of education were discussed during the video conference. "If you do not change the methodology of teaching in schools, neither the quality of education, nor the content, nor the environment will change," he said [1].

The head of state stressed the need to reconsider the workload and the number of lessons in schools, to create a methodology to encourage students to think and analyze, rather than memorize the material. The Finnish experience was cited as an example. The country is known for its world-leading achievements in the development of general literacy, natural sciences and mathematics.

The head of state set the task for school teachers to systematically reform school education. Based on this, the development and introduction of new teaching methods based on the achievements of the Finnish school system has become a priority for the school's "Technology" teacher.

What subjects are taught in Finnish schools? What methods are used in the learning process? What are the best practices of Finnish teachers in teaching "Technology"? In this article, we will try to find answers to these questions.

In the Finnish education system, the school is divided into three levels, the first of which is a small school with a duration of 6 years, and there are about 3,000 such schools in the country. In these schools, all subjects except foreign languages are taught by one class teacher. The second type of school is a three-year "high school" (7-9 years of study), which has about 600 students in the country and is staffed by a variety of science teachers. The two schools are collectively referred to as "Peruskoulu", which literally means "primary school". However, Peruskoulou's semantic translation as "general education" or "primary school" is unclear.

Peruskoulu, Finland is radically different from our general secondary schools, which have more than 1,000 students and 100 teachers. The third type of school is the lukio (gymnasium), which has about 400 students and does not have the lessons we have learned, but the classes are 2 years old.

There is a system of courses that can last up to 4 years.

In this article, we will try to review the Finnish "high school" experience. In Finland, subjects related to our subject "Technology" will be taught in primary school and will be called "Käsityö", and in the seventh grade they will start teaching "kotitalous". There are compulsory general subjects for girls and boys, as well as special textbooks. In Finland, the founders of schools are local communities. Schools have a wide range of pedagogical autonomy (methods, organization of the educational process and even the development of curricula themselves), and parents have the right to choose schools of different profiles [2].

It should be noted that external formal equality creates a strong diversification within the system: each school is obliged to develop and implement its own individual pedagogical profile in accordance with the needs of the community. Within the framework of the very general and broad goals and rules set for the center, each school college develops its own program and curriculum. In developing the research objective, we used the Nakkila (Finnish Nakkila) school curriculum in Satakunta, West Finland. Craft teaching takes into account the different conditions and needs of students. It differs in the choice of teaching materials and teaching methods, if necessary. Crafts, on the other hand, develop fine motor skills, hand-eye coordination, and self-planning for the student in need of support. The feedback received by the student is a positive encouragement throughout and at the end of the lesson. Evaluation focuses on the entire production process. Assessment and feedback are central to the reading process. In grades 1-6, the subject of "Crafts" (käsityö) is taught 2 hours a week. Encourages students to be interested in and interested in handicrafts, and encourages ingenuity and experimental craftsmanship. In 7th grade, the hours of "Craft" (käsityö) are 3 hours per week. Elementary school teachers will be notified by e-mail to high school and vocational school teachers about student progress in transition. An introductory visit to the high school is also planned.

From the fifth grade onwards, students choose textile and technical work according to their interests and inclinations. The goal of Grade 7 Crafts is to guide students to the general management of the craft. Craftsmanship is a multifaceted subject that involves activities based on self-expression, design and technology. This includes the design, production, and evaluation of individual or collective craft processes, either independently or collectively. In the process of research, invention, and experimental activities that use material, technical, and production methods, students learn to understand, evaluate, and develop a variety of technology applications, and apply the knowledge and skills gained in daily life.

This craft develops students' consciousness, touch and drawing skills. This helps to develop motor skills, creativity and design skills. Training strengthens the conditions necessary for a variety of work. Craftsmanship is critical to a long-term and innovative business process, as well as to creating a pleasant feeling that boosts the subject's confidence. Special attention is paid to the diverse interests and social activities of students in the learning process. The starting point for sewing is the holistic study of a wide variety of subjects that naturally go beyond the boundaries of the subject. Knowing the material world around you lays the groundwork for a sustainable lifestyle and development. It also covers students' own areas of life, the cultural heritage of local people and different groups, and the cultural diversity of the community.

In this regard, students strive to be ethical, conscientious, active, knowledgeable and enterprising, to value themselves as creative, to express themselves and to maintain and develop a culture of craftsmanship.

Learning crafts in grades 7-9 reinforces and deepens students' innovation and problem-solving based on their own experiences and knowledge and skills related to creating, expressing, and designing crafts. Craft learning is based on observation, study, and the application of knowledge to the built environment and the world. The deepening of work skills also reveals the various technological principles of work and the practical problems associated with them. The purpose of the craft classes is to support the well-being and management of students' lives, and to make choices related to their work and career.

In accordance with the Law of the Republic of Uzbekistan "On Education" and the order of the Ministry of Public Education "On the development of the national curriculum of general secondary education" The National Program of Secondary Education Education in Technology has been developed and approved. According to the program, in schools of Uzbekistan in grades 1-4 the subject "Technology" is taught only 1 hour per week, in grades 5-7 2 hours, in grades 8-9 1 hour per week. If in grades 1-4 the classes are conducted according to a single plan for students and girls, then in grades 5-9 classes are held separately and the topics of the classes are clear. Students are taught "Technology and Design" and students are taught "Services". Teaching the subject of "Technology" in 7th grade, in the example of which we study the methods of determining the creative abilities of students [3].

In these classes, students are taught in the field of "Technology and Design" and the program consists of 5 sections - "Modern technologies and technologies", "Finished products", "Energy production and use", "Mechatronics - lego" education "simple mechanisms", "Fundamentals of socio-economic technologies". Students are trained in the field of "Services" and the program consists of 5 sections - "Technology of food processing", "Technology of substance processing", "Energy production and use", "Mechatronics - Lego Education" Simple Mechanisms ", "Fundamentals of Socio-Economic Technologies ". students perform tasks related to the creation of objects relatively easily through design projects. Creative skills are best demonstrated in the process of creating an object using the knowledge and skills acquired in grades 5-6 [4].

Creativity is understood as a general ability to create (Latin Creation - creation). Creativity is a person's ability to come up with ideas, to come up with unique solutions. One of the founders of humanistic psychology (USA), K. Rogers, sees creativity as the ability to discover new ways of solving problems. According to him, creativity is an integral part of human creativity. Creativity is understood as a general ability to create (Latin Creation - creation). The main features of the formation of students' creative abilities in grades 5-7 through design projects and the organization of this work are: The use of different methods of teaching above and their appropriate application contributes to the formation of independent creative activity among students . Methods for determining the creativity of 7th grade students should be age-appropriate and applied in an appropriate manner based on research experience.

In conclusion, it can be said that currently the development of students' creative abilities through design projects is based on methodological and didactic methods related to various tests, puzzles, riddles, problem solving and conditional performance. In order to diagnose the level of development of students' creative abilities in the study of the subject "Technology", it is

necessary to invite them to develop and implement creative tasks that correspond to the content of the studied subject; for example, non-standard assignments, creative projects using knowledge on several topics (integrated assignments within STEAM), creative practical assignments for design and production, flower growing, and much more. The assignment of such creative tasks should take into account the individual psychological and age characteristics, interests and tendencies of students on the basis of an individual approach.

#### LIST OF USED LITERATURE

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