INNOVATIVE METHODS AND PEDAGOGICAL TECHNOLOGIES IN THE DEVELOPMENT OF CREATIVE SKILLS.

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The introduction of new terms into the educational practice, and the updating of the existing ones in terms of meaning and content is one of the important aspects that reflect the development of the science of pedagogy. As one of the indicators of the reforms implemented in the field of education and socio-economic development, such a process is clearly visible in the field of pedagogy and education in general.

It should be noted that in the period of reforms, the emergence of specific conflicts, disputes and debates is considered a natural phenomenon.

Pedagogical technologies can be evaluated as one of the important factors serving to update the educational system of our republic. However, in some cases, this term is accepted as a basis for replacing scientific-pedagogical concepts with narrow psychological problems, concepts or structures that are foreign images.

The concept of technology, which expresses the uniqueness of the term "pedagogical technology", is usually imagined as a set of processes related to production, and it is not fundamentally new even for educators. Although the concept of pedagogical technology has been actively applied to the theory and practice of world pedagogy since the second half of the 20th century, this process began in our country only in the years of independence. At the same time, along with the positive results achieved in this regard, it should be noted that some confusions have also arisen. In particular, most methodical and practicing teachers have a tendency to evaluate any method or methods used in the course of a non-traditionally organized lesson as a "lesson based on pedagogical technology". There are cases of teachers promoting lessons organized on the basis of interactive methods as their pedagogical technology. In fact, pedagogical technology is not explained only by updating the method. The existence of opinions regarding the equalization or opposition of these two concepts creates the need for a full interpretation of their essence.

Short-term, structured according to the educational content, simple exercises that ensure the activity of all group members are used in the development of the listed set of possibilities and skills with the help of active education methods. At the initial stage of the introduction of active education methods into the education system of our republic, almost all exercises were in the form of light games, but at this time, the exercises are being improved and are being raised to a more serious level.

Exercises used in the implementation of active learning methods can be grouped as follows:

1. Exercises that create an environment that helps learners work in groups:

- for group members to get to know each other;
- to decide on the group form of students' work;
- creates the conditions to freely express one's opinion in front of others without hesitation.

2. Exercises that determine the general interests and needs of learners:

- group members to work together in unity by identifying common interests, dreams, and values of learners;
- helps new members to quickly adapt to group work and find their place.

3. Exercises that form the unanimity, consensus, and general decision-making skills of group members:

- group members are freed from other thoughts and immersed in group work;
- development of rules of interaction of learners in a group;
- serves to educate the culture of respecting the opinion of others and expressing one's own opinion among the members of the group.

4. Curriculum content or interrelation between different educational subjects:

- ensuring connection and harmony between different stages of the work ;
- allows you to emphasize the relevance and interesting aspects of the transition to a new topic.

5. Inspiring group members to master new areas of knowledge:

- encourages group work;
- discuss various complex issues that group members consider to be "above" their capabilities or competences;
- creates conditions to inspire group members to solve new problems.

6. Exercises that stimulate creativity:

- to look at events in the world with new eyes, to use new non-traditional methods in their study;
- it allows a person to reveal his hidden new abilities and talents, to pave the way for personal perfection.

7. Exercises summarizing the lessons, the studied topic or the lesson section:

- serves to complete the subject or training section, "make a contribution from the story", evaluate the effectiveness of the methods and tools used, and determine the tasks at hand;

•appropriate use of these exercise groups in the course of the lesson serves to significantly increase the effectiveness of the lesson.

Determining the ways of effective organization of the work of the creative group organized on the basis of the proposed indicators in the process of class and extracurricular activities has its own characteristics. As an example, it is possible to propose the following sequence of organizing the activities of the formed group in labor education classes:

The proposed approach has several advantages over the traditional approach. It helps the teacher to choose the content of the classification work and develop it according to the purpose. The inclusion of all aspects of the student's creative activity in the division into groups ensures objectivity in the implementation of stratification and creates an organizational and methodological basis for achieving a high level of efficiency of group work.

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