

MECHANISMS FOR IMPROVING CREATIVITY IN PROFESSIONAL EDUCATION IN FUTURE ENGINEERS

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Abstract: The article examines the improvement of students' creative activity in German language classes. Creativity is understood as a state of pedagogical activity, in which something fundamentally new is developed in the content, scientific organization of the educational process, and in solving practical problems. It assumes that the teacher has a set of creative qualities, activity, deep attention, observation, the art of unusual thinking, abilities, and research skills, among which initiative, rich imagination, intuition, a creative approach to the analysis of educational situations, and solving pedagogical problems are important. takes place, ensures independence of judgment and conclusions.

Key words: creativity, improvement, German language, student, activity, characteristic.

We will highlight the unique features of the didactic model of developing students' creative activity in the educational process.

The didactic model is based on the theory of the gradual development of creative mental actions in learning a foreign language and the theory of problem-based education. The first one focuses on the active, independent development of thinking and intellectual culture, directing students to consciously creative management of the process of acquiring knowledge. The second one encourages creative thinking and self-development because the student himself must solve the problem and find a new way of action. Based on this theory, students are focused on the heuristic and creative level of active learning.

Modelling is a universal method of indirect study of an object. The model served different functions when stimulation was used at different stages of student learning. First, it helps to define the contours of the main concepts and to determine their hierarchy and didactic connections. Then it gave an opportunity to more fully express the important connections, to reveal the pedagogical conditions for improving the creative activity of students, and to clarify the nature of its elements and their interaction.

The recommended didactic model is an attempt to prevent conflicts between insufficiently developed pedagogical conditions for theoretically and methodologically effective implementation of the objective necessity of developing students' creative activity in the educational process.

The cognitive component of creative activity is manifested in its various forms in the context of the modern educational process. This component includes the following knowledge:

- theoretical knowledge, including the forms, principles, goals, content, methods and forms of creative activity;
- one of the methodological methods of knowing the essence of creative activity, which includes a person's relationship with the world around him;
- based on knowledge of technology, developing educational technologies and their implementation.

The analysis of the cognitive component in the structure of creative activity makes it possible to distinguish it as a criterion indicator of knowledge, skills and their formation.

Determining this structure of intellectual skills is the basis for designing a training system to ensure effective and high-quality formation of these skills in foreign language classes.

The didactic activity of the teacher in the development of students' creative activity includes the following methods:

- independent work of students on creative assignments; performing exercises on transferring elements to a new situation; searching for creative activity; synthetic; brainstorming; method of nominal groups; Delphi method; accepting the usual fantasy.

Reconstruction of the higher education system and improvement of the quality of education of students in educational organizations is related to the development and application of various teaching methods that activate and stimulate independent, creative activity of students in the educational process. In this regard, the problem of determining the criteria for the development of students' creative activity in the educational process arises. Separating indicators of the formation of pedagogical phenomena is considered a difficult problem in the framework of any scientific research. In the generalized plan, it can be considered as the ability to adjust the criteria of creative activity, decision-making, setting goals, analyzing one's activities, and taking into account changing circumstances.

Therefore, the integrity of the components of the didactic model of the development of students' creative activity ensures the effectiveness of this educational process.

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