DEVELOPMENT OF CREATIVITY IN THE SUBJECT OF "TECHNOLOGY" IN SECONDARY SCHOOLS

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ABSTRACT: The development of creativity is a crucial educational goal in modern pedagogy, particularly in the context of secondary school education. This article explores the role of the "Technology" subject in fostering creativity among students. By analyzing pedagogical approaches, instructional strategies, and the curriculum, this study aims to provide insights into how creativity can be effectively nurtured within the framework of "Technology" education.

KEYWORDS: Creativity development, Technology education, Secondary schools, Project-based learning, Collaborative learning, Curriculum design, Inquiry-based learning, Design thinking, Digital tools, Pedagogical strategies.

INTRODUCTION

Creativity is increasingly recognized as a vital skill for the 21st century, essential for personal, academic, and professional success. In the context of secondary education, the "Technology" subject offers a unique platform for developing students' creative potential. This subject, which integrates practical skills with theoretical knowledge, encourages students to think critically, solve problems, and innovate. This article examines the role of the "Technology" subject in secondary schools as a catalyst for creativity, exploring the methods and practices that can be employed to enhance creative development.

The "Technology" subject in secondary schools encompasses a broad range of topics, including design, engineering, information technology, and practical craftsmanship. This diversity offers numerous opportunities for students to engage in creative thinking and problem-solving. Creativity in this context is not limited to artistic expression but extends to the ability to generate innovative solutions to complex problems, think outside the box, and apply knowledge in novel ways.

Project-Based Learning: One of the most effective methods for fostering creativity in the "Technology" classroom is through project-based learning (PBL). PBL allows students to work on real-world projects that require them to apply their knowledge creatively. For instance, designing a sustainable product or creating a digital solution for a community problem are examples where creativity is essential.

Collaborative Learning: Collaboration is another key element in the development of creativity. Group projects and peer-to-peer learning opportunities within the "Technology" subject enable students to share ideas, critique each other's work, and develop new perspectives. This

collaborative environment often leads to more innovative outcomes, as students build on each other's ideas.

The curriculum for the "Technology" subject should be designed to promote creativity by providing opportunities for exploration, experimentation, and innovation. Teachers play a critical role in this process by creating a learning environment that encourages risk-taking and values creative efforts.

Inquiry-Based Learning: Encouraging students to ask questions and explore topics of interest fosters a sense of curiosity and innovation. Inquiry-based learning in the "Technology" subject allows students to take ownership of their learning, leading to deeper engagement and creative output.

Design Thinking: Implementing design thinking methodologies in the "Technology" classroom can further enhance creativity. Design thinking involves empathizing with users, defining problems, ideating, prototyping, and testing solutions. This iterative process encourages students to think creatively and iteratively, refining their ideas through multiple stages.

Use of Digital Tools: The integration of digital tools in the "Technology" subject can also boost creativity. Tools such as 3D modeling software, coding platforms, and virtual reality can provide students with new ways to express their ideas and create innovative solutions.

While the "Technology" subject offers significant potential for developing creativity, there are challenges that educators must address. These include rigid curriculum structures, limited resources, and varying levels of student engagement. To overcome these challenges, schools must provide adequate training for teachers, invest in necessary resources, and create flexible curricular frameworks that allow for creative exploration.

CONCLUSION

The "Technology" subject in secondary schools serves as a powerful vehicle for the development of creativity. By adopting project-based learning, collaborative approaches, and innovative pedagogical strategies, educators can foster an environment where creativity thrives. As the demand for creative thinkers continues to grow in the global economy, it is imperative that secondary education, particularly in the "Technology" subject, prioritizes the development of this essential skill.

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