

Methods, Structure and Content of Improving the Methodology of Developing the Creative Activity of Students in the Process of Education and Professional Direction

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Abstract: A modern person is required to act in a chosen situation, set goals and achieve them, and make independent decisions. In this regard, the educational system faces the task of forming a creative personality in students, educating an active life position.

At the current level of education, the innovative processes carried out in the direction of modernization of education are carried out along with the development of various variants of its content, the use of the possibilities of pedagogic science and practice in increasing the effectiveness of educational ideas and technologies, the creativity of the young generation special attention is being paid to increasing its potential.

Key words. Pedagogue, creative activity, knowledge, creator, art, composition, color science, creative development, perspective, project, creative-artistic activity.



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INTRODUCTION

The analysis of the state of social development and socio-economic changes in the country shows that the society needs a person with a new type of thinking, who can solve non-standard and effective life problems.

In solving this problem, a special place is given to higher educational institutions, which should contribute to the expansion and deepening of students' knowledge, the development of their initiative and independence, the manifestation of creative activity, and the formation of practical skills, to awaken the imagination, the uniqueness of the worldview.

Creative activity develops in the process of acquiring systematic knowledge, skills, and abilities depending on certain psychological and pedagogical conditions, the most important of them is the organization of the educational process using effective types of creative activity of students.

The quality of professional training of future specialists largely depends on their motivational and creative activity: cognitive need, flexibility and diverse thinking, striving for creative achievements, productivity of creative activity, modeling its various methods in accordance with changing conditions, foresight ability. Possible direction of development activity (prediction). Involvement of students in the process of self-development, self-transformation and self-realization implies not only the existence of a set of certain knowledge, skills (the main components of activity), but also creative activity. holds From N.A. Berdyaev's point of view, creativity is a moral duty, the purpose and task of man on earth.

Creativity cannot be rationalized into certain rules and ways of doing things. From the point of view of an anthropological approach, creativity is not only the creation of new products, values, ideas or discoveries, but also the creation of personality by a person, the realization of his originality and potential creative infinity. The generally accepted point of view on the interpretation of the concept of "creativity" is that it is a type of human activity characterized by novelty and originality, originality and socio-historical specificity. Most scientists are of the opinion that the nature of creativity is the same, therefore, the ability to be creative is universal. A person who learns to create in art, technology, or other activities can easily transfer that experience to any other field. In psychological-pedagogical literature, personal activity is considered as the ability to make socially significant changes in life on the basis of "mastering" material and spiritual cultural resources manifested in creativity and voluntary communication actions.

In modern conditions, the "professionalism" of a specialist who has only mastered technologies in certain areas is absolutely not enough. Creative individuals with general and professional skills in creating competitive products are more and more in demand, because they are only able to solve technical problems quickly and optimally.

Creative abilities can develop only in the process of properly organized creative activity. Four types of creative activity are known: production of new empirical facts; in the process of summarizing the experimental material, obtaining the initial principles and concepts of theoretical systems; deductive derivation of new theoretical knowledge from statements known to science; formation of new scientific proposals that do not logically follow from the knowledge operating in the society. Scientific and engineering research aimed at obtaining four types of information is characterized by all the signs of the creative process: the absence of a strict algorithm for the development of thought, the continuity of logical progression from old knowledge to new knowledge, the influence of the researcher. person and others according to the progress of the cognitive process. All types of creative activity imply a rich creative imagination, fantasy, high intuitive feeling, intellectual courage of the researcher, etc. acquisition of general and professional competencies along with traditional knowledge, skills and abilities, and development of creative abilities of a person in the educational process.

While the traditional educational process in schools, technical institutes and higher education institutions is mainly focused on the development of students' memory while acquiring knowledge, and to a lesser extent on the development of creative thinking, creative thinking is of primary importance in professional activities. At the same time, the traditionally organized pedagogical process is usually non-creative in nature, it determines the presentation of knowledge and facts to students in a ready-made form, and organizes the activity of these students "according to the model". Such an approach leads to reproductive thinking, intellectual passivity and a lack of initiative in the latter, while future engineers and scientists require effective creative thinking.

All types of control, including the final control, are usually not aimed at finding and evaluating the optimal solution to a non-standard problem, but at checking the recall of a certain amount of educational information.

Any activity has its own conditions of existence and development, therefore, for its implementation, it is necessary to acquire certain knowledge, skills and abilities specific to this type of activity. Creative activity is not an exception, but at the same time it has an important feature - the universality of methods used in any professional activity. The uniqueness of scientific, engineering and technical creativity lies only in the application of these universal methods in solving technical problems. Therefore, success in any professional activity is possible not only due to the knowledge, skills and abilities specific to this type of activity, but also due to the skillful use of the creative process methodology in this activity.

The proposed concept of the educational organization is aimed at forming students' competencies and developing their creative abilities, and is based on the characteristics of the creative process. Scientific-engineering-technical creativity is aimed at creating and improving new techniques and technologies of social importance. In this regard, the definition of the concept of "innovation" is of great importance, it can be objective and subjective, that is, innovation only for the student himself. If the novelty of the solution for adults is compared with the collective experience of all mankind (objective novelty), then for students it is enough that the result of the creative solution is new only for them, that is, it can be compared only with it. their personal experience.

With the understanding of innovation, the possibilities of technical creativity expand significantly. An activity whose product has been known for a long time will be creative in addition to receiving it. The same can be said about the methods of obtaining this product.

Research conducted by a number of authors, both psychologists and teachers, has shown that children's creativity has the same physiological and psychological basis as adult creativity. In the course of children's creative activity, the stages of development, activity and tension are similar to the corresponding moments in creativity.

The general activity patterns of a person are determined by the desire to continue the activity that has been started, the energy of the performed actions, the resistance to the stress related to the activity, the variety of the performed actions, the speed and expressed in their variability. There is activity in the tendency of self-representation, effective absorption and change of external reality.

The essence of creative activity is related to the "appearance of a by-product" in the process of activity, which is ultimately a creative result and represents something new and unusual.

Creative activity implies the presence of interest in creative activity, motivational orientation, emotional and voluntary efforts, and readiness of a person to act independently in the process of acquiring knowledge. Creative activity in the educational process is the highest level of cognitive activity, characterized by an individual's desire to overcome the usual rules and norms, because the task itself is set by the student himself and a new, unconventional way of solving it and specific methods. selected. Formation of creative activity of students is possible through complex use of interactive methods of problematic and developmental education: heuristic conversation, role-playing games, trainings, master classes, projects, etc. pedagogical conditions.

The history of visual arts serves to form a conscious aesthetic attitude to reality and art phenomena in students, to form the scope of their spiritual interests and beliefs.

The subject of "Drawing" helps students acquire graphic skills of realistic depiction of life: still life, landscape, portrait; aimed at forming practical skills in mastering drawing techniques and materials, its specific tools and realistic representation methods. The main goal of this subject is to form a special form of constructive-spatial representation of objects in students and transfer their images on a plane.

In the framework of "Colorology" and "Colorology" subjects, students study the color and color-tone relationships of objects, surrounding reality, color harmony and examples of coloristic unity to create an artistic image. In the composition classes, he learns the principles of creating a compositional and artistic form, uses the artistic tools of creating a composition (graphic, plastic and others) will have the skills to use it. The development of students' interest in creativity, the formation of the need to know oneself as its subject takes place in the process of creative activity focused on practice.

As one of the types of practice of students in "Drawing" and "Painting" disciplines, plein air helps to form the skills of visual activity of students in non-standard conditions.

By working outdoors, the artist can observe the outdoor environment, the gradations of light and shade.

The development of students' perspective skills allows not only to imagine the future product of artistic creation, but also to quickly identify the advantages and disadvantages of the form, composition or color scheme of a creative project.

The content of the educational process of training teachers of fine arts includes the course "Decorative and applied art", in which students not only learn the basics of the theory of decorative and applied art, but also develop their skills, they show themselves in the design.

Strengthening the historical and cultural preparation of students, understanding and familiarizing them with national culture and art are important directions, which ultimately find expression in various creative projects of students related to artistic crafts.

All this is one of the priority tasks in the professional training of a future teacher-artist.

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In our opinion, "Computer graphics" is one of the subjects that contributes more to the increase of students' creative activity.

The tasks of this subject are as follows: mastering the methodology and technology of performing graphic work on a computer and developing a graphic user interface for the development of printed products.

Having mastered the knowledge, skills and abilities of this course, students will independently create advertising products, booklets, posters, logos, etc.

Analyzing the content of the subject "Theory and Methodology of Fine Art Teaching", we set ourselves the goal of determining the possibilities of this course to improve the skills of students as future teachers during their pedagogical practice at school.

In accordance with this goal, we have set the following tasks:

- providing an understanding of the system of artistic and aesthetic education of students in a modern school (its content, forms and methods of its implementation);
- introduction of modern pedagogical technologies of creativity; - creation of conditions that encourage students to express themselves creatively at the stage of professional training (complex of various types of pedagogical practices);
- to introduce them to creative techniques and methods of organizing artistic-aesthetic activities of school children (development of software and methodological support for artistic-aesthetic classes and extracurricular activities). The development of students' creative activity is also helped by their participation in research activities: giving lectures at scientific and practical conferences, working on course and diploma projects on the problems of organizing creative artistic and aesthetic activities of schoolchildren.

Summary. The basis of the process of developing students' creative activity, its main components at all stages of education are the formation of value-semantic relations to creativity as a mechanism of self-awareness, the development of interest in creative activity, the formation of interest in creative activity, the formation of interest in creative activity, It is necessary to know oneself as a creative subject in various types of directed visual activity.

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