

Development of Creativity In Students

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This article describes the essence of creativity, the term creativity, social factors affecting the development of creative qualities, individual activity, ways and forms of forming critical and creative thinking in students, flexibility of thinking, criteria of creativity.

Key words: creativity, intelligence, mental potential, individual ability.



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INTRODUCTION

It is an important professional task of a pedagogue of a higher education institution to develop the ability to adapt to the innovations of the modern world, to prepare the young generation for the life of a constantly updated society, and to actively participate in the processes of its improvement in accordance with the requirements of the times. Creativity includes the organization of the educational process, the construction of a creative educational process, the development of creative potential from educational technologies, the development of a balance of different methods, knowledge and skills. The essence of creativity is that intelligence is the mental potential of a person, and creativity is the ability to freely use this mental potential in a purposeful manner. The term creativity appeared in Anglo-American psychology in the 60s. It means the ability and quality of an individual to create new concepts and new skills. J. Gilford shows a number of individual abilities that characterize creativity: - ability to direct thought according to the goal; - uniqueness (originality); - curiosity; - the ability to create hypotheses; - to be able to imagine (fantasy). . In our country, as a result of consistent reforms aimed at creating conditions for a person, his all-round development and well-being, the realization of his interests, bringing the quality and efficiency of education to a new level, opportunities for the development of creative abilities of students are being created on the basis of interactive teaching methods. In the Strategy of Actions for the further development of the Republic of Uzbekistan, priority tasks such as "further improvement of the continuous education system, increasing the possibilities of quality educational services, supporting and realizing the creative and intellectual potential of the young generation" are defined. . Accordingly, it is important to develop students' creative abilities based on interactive teaching methods. In order to fully understand the general nature of the process of developing creative qualities in a person, it is necessary to first understand the meaning of the concept of "creativity". The concept of "creativity" can be interpreted as follows: Creativity (lat., ing. "create" - creation, "creative" - creator) is the creative ability of an individual that describes the readiness to produce new ideas and is part of talent as an independent factor. A.H. Maslow divides creativity into 2 types: creativity of talent and creativity of self-actualization. Since the creativity of self-actualization of the individual is inextricably linked with the personality, we can encounter it in everyday life and in many areas of professional activity. A.H. Maslow identified two levels of self-actualization in creativity: the first - "involuntary creativity, in which a person has sudden realizations, inspiration, difficult experiences", "the second - voluntary, associated with hard work , continuous education, striving for perfection" . A.H. Maslow sees creativity as a fundamental characteristic of human nature, that is, it is an innate ability in all people, but it is lost during life as a result of certain social barriers. T.A. Barysheva and Yu.A. Jigalovas in pedagogy, creativity is interpreted as a systematic (multi-level, multi-dimensional) psychic (spiritual) education, including not only intellectual potential, but also the presence of motivation, emotion, level of aesthetic development, communicative parameters, competence, etc. . Also, criteria of creativity Dj.P. In Guilford, E.P. Defined by Torrance: - fluency: the ability to produce many ideas in a certain period of time; - originality: the ability to produce unusual, non-standard ideas that differ from clear, well-known, universally recognized, ordinary or strictly defined; - sensitivity: sensitivity to unusual details, contradictions and various uncertainties, readiness to quickly switch from one idea to another; - moderation: readiness to work in an unusual context, tendency to symbolic, unifying thinking, ability to see in simple and complex conditions; - development: the ability to develop emerging ideas in detail, turn them into levels and

subsystems; - resistance to stagnation: resistance to uniformity, that is, resistance to different patterns of information that appear in the process of solving a problem. - uncertainty: the ability to make a logical reaction independent of the stimulus; The abstraction of "naming": the ability of a person to understand the essence of the problem, in fact, the ability to understand the name of significance and reflect the opposite (the process of "naming" reflects the ability to see the essence of the problem in a detailed form, the ability to transform it into a verbal form) ; - multitasking: the ability to work on several projects at the same time; - effectiveness: the suitability of the product, its usefulness, the perception that the product will be new, unique, original by the target audience; – satisfaction: the result of creativity. The analysis of the literature shows that the creative potential of a person is an independent view of the problem, contradictions, critical thinking; ability to analyze any problems, analytical thinking; the ability to find solutions for them; the possibility of transferring knowledge, skills and teaching methods to a new state; it can be manifested in skills such as the ability to combine previously learned methods with new ones. Flexibility of thinking - realizing that the template directions and principles accepted and traditionally existing in society, which are actually thought to be correct, are not able to respond to modern development, to notice new directions and measures, to use them to be able to think and form, to be able to rebuild one's activity and mobilize oneself in new directions of problem solving. Prognosis, and the ability to predict, is the thinking of thinking in advance about the nature of future changes in the development of one's field, the causes of their origin, and the periods of their occurrence through mental analysis. For example, the rise and fall of labor productivity, changes in the conjuncture or the market and the impact of these changes on the industry, the rise and fall of prices, etc. The development of creativity in students requires the proper organization of the teaching process, depending on the level of knowledge, the level of mastery, the source of education, and didactic tasks of the students in mastering the educational content. This implies the need to follow the following pedagogical conditions: - to determine the inclinations of students to acquire creative activity, to form knowledge needs and to provide an environment for the manifestation of independence in the educational process;

- to create a favorable opportunity for students to think creatively, to tolerantly accept various opinions and ideas expressed by students, and to ensure their activity in the educational process, in each student to establish confidence in his ability to think creatively, to regularly encourage his creative activities; individualization of the educational process based on the characteristics, needs and intellectual potential of the learner; - formation of individual, small group and teamwork skills in students, expansion of their creative capabilities, encouraging them to accept non-standard solutions along with standard solutions ready for solving problems; selection and implementation of interactive forms and methods of training that allow re-development and improvement of cognitive knowledge, which is the basis of creative activity development, etc. Researcher G. Ibragimova described the stages of creativity development in students in the process of interactive teaching as follows:

1. Reproductive risk stage. This stage is characterized by the determination of creative activity, creative activity and inclination to creativity in students, understanding of the essence of innovative technologies in education, and the birth and formation of new ideas.

2. Creative research stage. It is determined by the formation of research, creative activity, non-standard thinking, cognitive independence, improvisation, and innovation skills in students.

3. Creativity, innovation stage. It includes processes related to the practical application of the created innovation, evaluation, analysis, popularization and its wide implementation, as well as the creation of future-oriented strategic plans.

. In the process of developing students' creativity, the interactive learning process is considered important. Interactive education is a system of teaching methods based on "subject-subject" relations, based on the needs of the learner to activate cognitive activity, and the educational process is organized on the basis of mutual cooperation. In this case, interaction is based on the principles of student activation, group experience, and feedback. Therefore, the creation of a free-creative environment in the educational process, joint relations of professors, teachers and students and mutual cooperation is to establish a teaching process based on movement. There are a number of factors that develop students' creativity, and some of them can be mentioned below: - development of creative thinking skills, formation of creative activity, research in the educational process and strengthening of problematic research directions; - organization of situations for students to develop creative problem-solving and creative activities; - to achieve that learners approach the experience of creative activity as a professional necessity and a component of the content of professional activity in the future; - directing the process of developing the professional skills and abilities of learners to the development based on working on interactive methods and technologies, showing independent creative activity, independent learning, self-education, self-knowledge, to have their own position, to activate the independent working abilities of learners, in this process to achieve their creative thinking;

- such as creating a favorable environment of creative cooperation for students to demonstrate their creative abilities. It is important to use the following forms of work in the development of students' creativity:

- organization of trainings that serve to develop the skills of data analysis, quick decision-making, and creative thinking;
- performing creative exercises and tasks aimed at forming imaginations and visual views;
- working with cases;
- organization of group work forms and debates;
- preparation of educational projects;
- formation of portfolios;
- organizing castings;

• establishing activities of clubs, etc. There are the following criteria for determining the level of development of students' creative abilities: determination of motivation for creative activity; development of creative thinking skills; formation of creative qualities; organizing the process of practical creative activity; the formation of specialized creativity, etc. Creativity

can be called a desire to create, a creative approach to life, a constant critical look at oneself and analysis. Based on modern dictionaries of psychology and pedagogy, it can be defined as a teacher's creativity, the level of his/her thoughts, feelings, communication, special activity, creative approach, knowledge level. A teacher's creativity is his ability to find all kinds of original ideas in strict, limited or loosely limited conditions. Analysis of scientific literature allows to distinguish the following interrelated structural components of creativity: 1. Intellectual (mental). 2. Moral (self-control). 3. Motivational (purposeful). 4. Emotional (emotional). Creative ability consists of the following interrelated parts: 1. Creative purpose. 2. Creative pursuit. 3. Building a creative (installation). 4. Creative direction. 5. Creative expressive act. 6. Creative self-management. 7. Creative activity. 8. Level of creative aspirations. The teacher's creativity appears and develops in his creative activity. Creativity is seen in the teacher's creative desire, creative ability, creative goal, direction and ability to control himself in his creative activity, and it is maturely developing and growing with his activity and self-control. means becoming a person. The creative competence of the teacher is reflected as his general characteristic. It is a prerequisite and result of creative activity. This quality represents a person's ability and readiness to express himself. Competence-oriented education was formed in the general sense of the term "competence" proposed by the American linguist N. Chomsky (1965, University of Massachusetts). At the symposium held in Bern (1996) under the program of the Council of Europe, the concept of "competence" was included among such concepts as "learning", "competence", "ability", "skill". In the Bologna Declaration (1999) of education ministers of European countries, the competent approach was recognized as the conceptual basis of educational reforms. G.V. According to Nikitina, there are several bases in the classification of competences: - general human competence (mathematical, communicative, informational, social, moral, etc.); - competence in types of activity (work, study, play, professional, etc.); - competence in the objects of activity (human-human, human-technology, human-nature, human-artistic image, etc.); - competence in areas of social life (household, civil, cultural, etc.); - competence in the fields of social knowledge (in mathematics, humanities); - competence in production sectors (transport, communication, defense, etc.); - competence in skills (pedagogy, psychology, social, creative, technical, etc.). After all, the above-mentioned areas of competence are components of a person's general cultural competence. The classification of the professional competence of the pedagogue includes the following: - the competence of the pedagogue in the field of work - includes the continuous education system; - competence in the specialty - teacher, educator, psychologist, defectologist, vocational education teacher, production foreman; - competence of the pedagogue on the object of his activity - students, parents, class team, society, etc.; - the competence of the pedagogue by the type of activity is motivational, gnostic, methodological, methodical, informational, communicative, reflexive, prognostic, constructive, research, technological, corrective, etc. A.V. Khutorsky describes the following competencies of a teacher: 1. Based on worldview, that is, value and self-awareness - manifested in connection with the teacher's worldview, imagination and value. He can see and understand the essence of the events and phenomena in the environment, orient himself to it, and base his opinion as a pedagogue. He can find a solution to the problem. This competence provides the mechanism of self-awareness of the teacher in educational and other activities. 2. Multicultural - having national and universal values; participation in the social life of the country; respect for family and traditions; to have social skills. To be able to understand the impact of science on human life and world development and to be able to explain it to students and young people. 3. Learning and learning process - the teacher's independent cognitive activity. Ability to think logically, evaluate educational activities, analyze knowledge and skills. 4. Acquiring information is the skill of acquiring information about pedagogical activity and one's subject. 5. Communicativeness - knowing the language, communicating with different people, standing in a special place in the team. 6. Social - useful work, family relations and responsibility, participation in the development of society, doing socially useful work. Acquiring economic and legal skills. 7.

Work on oneself - competences in the field of cognitive activity based on independent assimilation of knowledge from various information sources, including physical, spiritual, intellectual sources of information outside the educational institution: - competences in the field of social activity (citizen, performing the role of voter, social group, community member); - competences in the field of labor activity (including analysis of the situation in the labor market and its use, assessment and improvement of one's professional capabilities, self-organization skills); - competences in the household sphere (including aspects of family life, health maintenance and strengthening); - competencies in the field of cultural activities (including the effective use of time for the spiritual and cultural enrichment of a person). A teacher's competence is a manifestation of his theoretical and practical knowledge, skills and qualifications, worldview, faith and all personal, social and psychological qualities. One of the important factors ensuring the quality and efficiency of education is the teacher's competence in his subject. It is manifested on the basis of the system of pedagogical adaptation. These are: scientific knowledge; epistemological knowledge; able to perform pedagogical activities with dexterity, efficiency, skill; a creative-creative approach to finding an effective solution to any problem situations; demonstrating high social psychological characteristics in the process of educational and educational influence; continuous self-development through effective use of one's intellectual, cognitive, emotional, moral potential, learning and internal psychological reserve; having a positive emotional attitude towards society and people, nature, existence consists of the experience of transitioning to positive thinking. A specialist with professional competence: - constantly enriches his knowledge; - learns new information; - deeply understands the requirements of the era; - seeks new knowledge; - processes them and uses them effectively in his practical work. Groups of qualifications that allow teachers to organize creative activity: 1) cognitive (gnostic) qualifications; 2) design skills; 3) creative-seminar (constructive) skills; 4) research skills; 5) accessibility to communication (communicative) skills; 6) organizational skills; 7) consistency (procedural) skills; 8) technical and technological skills. Creative competence - a critical and creative approach to pedagogical activity, being able to demonstrate one's own creative skills. The following are important for creativity: understanding the

diversity of pedagogical issues and the variability of their solutions, the level and description of one's skills and its understanding of the possibility of development, desire to improve it, understanding of the need for new solutions and mental preparation for it and confidence in its implementation. Creativity describes a person as a whole or his specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines mental sharpness, "ensures the active involvement of students in the educational process." In foreign countries, teachers, like specialists in all fields, determine whether they have creative qualities and their level. For this, they E.P. Based on Torrens in 1987, it is a test that determines whether a person has creative thinking. This test provides an opportunity to evaluate the creativity of a person and its level according to such criteria as activity in organizing creative activities, quick thinking, originality and improvement. Answers to questions suggested by the student it must satisfy these four criteria. E.P. According to Torrens, the concept of "creativity" covers the following: - putting forward a problem or scientific hypothesis; - checking and changing the hypothesis; - identifying the problem based on the formation of decision results; - sensitivity to the conflict between knowledge and workshop actions in finding a solution to a problem. In conclusion, we can say that the content of the development of creative ability in students was analyzed based on the requirements of DTS, "creativity", "creative ability", "pedagogical creativity", "interactive teaching", "interactive teaching environment", " The essence of such basic concepts as "development of creative ability in students" was revealed.

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