

THEORETICAL PRINCIPLES OF IMPROVING CREATIVE THINKING OF STUDENTS ON THE BASIS OF MODERN EDUCATIONAL APPROACHES

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Abstract. In the article, the development of creative thinking of students based on current modern approaches, the role of the teacher in this process, knowing the age periods favorable for the development of creativity and following the necessary principles during the lesson, at the same time, allocating time to perform tasks and the importance of evaluation is considered.
Key words: creativity, creative potential, creativity development, thinking, convergent, divergent, ability, visual memory.

ZAMONAVIY TA'LIM YONDASHUVLARI ASOSLARIDA TALABALARNING KREATIV FIKRLASHLARINI TAKOMILLASHTIRISHNING NAZARIY ASOSLARI

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Annotatsiya. Maqolada hozirgi zamonaviy yondashuvlar asosida o'quvchilarining kreativ fikrlashlarini rivojlantirish, bu jarayonda o'qituvchining o'rni, ijodkorlikni rivojlantirish uchun qulay yosh davrlarini bilish va dars o'tish davomida zarur bo'lgan tamoyillarga amal qilish, shu bilan birga vazifalarni bajarishga ajratilga vaqt va baholashning ahamiyati to'g'risida fikr yuritiladi



Kalit so‘zlar: kreativlik, kreativ salohiyat, kreativlikni rivojlantirish, tafakkur, konvergent, divergent, qobiliyat, vizual xotira.

In the conditions of globalization, the era that is rapidly developing puts modern demands on the state and society, the relevance and scope of which are increasing day by day. In order to take a place in the ranks of developed countries, the role of educated, experienced and modern-thinking high-potential personnel and specialists in the country is incomparable. The president and the government set specific tasks for the education system, which requires not only monitoring the educational situation, but also improving the quality of the education system and making it more competitive.

The main task of education is to form the skills that the student will need today and in the future to lead a successful life in society. Creative thinking is one of the most important skills that today's youth need to have. He believes that the most important task of a modern school is the development of creative potential, which can be solved by a modern teacher who thinks innovatively. The pedagogical activity of a modern teacher has a high social significance and the uniqueness of the formation of the individual personality of the student, the absence of a template and a standard in the interaction between the teacher and the student, the content and methods of education. and forms creative solutions to problems.

Creativity is an important condition of editorial activity, an objective professional necessity of a teacher's activity. The analysis of studies on the theoretical foundations of the problem under consideration shows that creativity or creative thinking means a person's ability to create unconventional ideas, narrow down unique solutions and deviate from traditional solution schemes.

D. B. Bogoyavlenskaya, V. N. Druzhinin, L. K. Veretennikova, J. Gilford, E. R. Torrens, R. Sternberg, A. Maslow and many other scientists studied this issue.

Having studied the theoretical sources and practical experience in the development of students' creative thinking, he determined that the following are necessary for the teacher:

- formation of a creative educational environment that provides an opportunity for the development of creativity, self-knowledge and self-development in every student;
- taking into account the individual interest and inclination of each student;
- providing constant encouragement and self-motivation of students;
- taking into account the age characteristics of students;
- creation of a safe creative space;
- to develop students' creative abilities;
- provision of technological components (technologies, methods, techniques, tools, forms of implementation of the set tasks)

To date, there are also disputes among researchers about the question of which age period is more favorable for the development of creativity. However, based on the theoretical work of L. I. Bojovich, V. V. Davydov, N. S. Leites, E. A. Shumilin, and others, and the experimental studies of D. B. Bogoyavlenskaya, V. N. Druzhinin, J. Renzulli, R. Sternberg, and others, seeing that the age periods favorable for the development of creativity are considered to be senior school age possible At this age, thinking acquires an abstract character, the visual-figurative type of thinking is replaced by a theoretical one, the ability to think divergently, which is the basis of creativity, begins to form. The imagination of the older adolescent



becomes a part of his subjective inner world. It becomes easier for a teenager to act with imagination, to establish new connections between objects, to revise the events of reality.

To develop the creativity of schoolchildren, A.N. Ivanov uses divergent problems, which ensure that there are more than one correct answer. The development of divergent thinking helps: personal development; fostering tolerance, curiosity and creativity. According to the author, any task is convergent for a child with convergent thinking, and for a child with divergent thinking, there are both convergent and divergent approaches to solving problems.

A. Mikhaylovich-Kononov and N. Vulovich believe that this task will be easy for the student if he can immediately determine the steps to be taken to solve a particular problem. In Yaroniya, they follow an open approach to solving the problems that arose in the 70s. This helps to develop creative thinking and creativity. The advantage of specific lessons is the active participation of all students, where everyone has their own idea and can implement it in their own way. With this method, students are free to use strategies they feel confident with. Exact problems are problems that have more than one correct answer and more than one way to narrow down the correct answer(s).

Taking into account the age characteristics of students, it is necessary to take into account that each age period has its own contradictions in the development of the student. Thus, high school students combine the features of thinking and artistic types in their mental form, live in the present and strive for the future, are ready to interfere with people, and strengthen their critical attitude towards others [4]. This age requires communication with creative thinking people to develop their creativity. At this age, it is normal for a teenager to set a role model for himself that he can focus on for a long time or create his original image. One such driving force can be a teacher as a role model. Creativity in high school students can be manifested as follows:

- their inspiration;
- put forward one's hypotheses;
- successful attempts to solve scientific problems;
- innovation in practical issues, etc.

In the development of a set of tasks aimed at developing students' creative thinking in high school, three methods of teaching - practical, demonstrative, problem-based, and the form of performing tasks - individually, in pairs, and in groups are used as a basis.

It is necessary to implement the following principles during the lesson:

- 1) positive support of all students' opinions and decisions;
- 2) a possible solution to the existing problem, taking into account their mistakes and the mistakes of students;
- 3) not to be limited in students' thoughts and actions on solving educational problems;
- 4) suppression of attempts by students to ban the opinion of a friend in the class, insult, ridicule;
- 5) organization of friendly relations between students when working in pairs;
- 6) creating an atmosphere of mutual trust (teacher-student; student-student);
- 7) accepting any form of creative expression (oral, written);
- 8) Do not allow every student to solve the task in any way, to make it compulsory;
- 9) Absence of "no task completed - bad grade" condition.

Tasks aimed at developing creative abilities can be different:

1. Execution at the specified time:



Whole lesson (The assignment is given for the whole lesson, but the lesson continues in the usual way. Students can complete this task in between other main tasks). For the actual time of this task (no more than 15 minutes).

2. Execution for unlimited time:

Students are given time until the task is completely completed. The student can do it both in class and at home. At the same time, the teacher should not forget to remind the obligatory performance of this task. The only limitation is to complete the search before moving on to a new topic.

The assessment focuses on the following:

- Graded (subject-wise).
- No grading (only verbal praise).
- The assessment is carried out taking into account the additional work in the lesson (at the discretion of the teacher).

In conclusion, the role of the teacher in the development of students' creative activity is invaluable, in this process, he should know the age periods favorable for the development of creativity, follow the necessary principles during the lesson, and at the same time, the time allocated for the performance of tasks and a modern approach to assessments is required.

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:

- to be able to direct the thought according to the purpose;
- uniqueness (originality);
- curiosity;
- the ability to create hypotheses;
- 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. In pedagogy, the Zhigalovas interpret creativity as a systematic (multi-level, multi-dimensional) psychic (spiritual) education, which includes not only intellectual potential, but also the presence of motivation, emotion, level of aesthetic development, communicative parameters, competence, etc. enters.

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, level of mastery, source of education, and didactic tasks of students in mastering educational content.

It is assumed that the following pedagogical conditions must be followed:

- 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 development of creative activity, 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 the 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 creativity skills in learners, some of which 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, level of knowledge.

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 of education ministers of European countries (1999), the competent approach was recognized as the conceptual basis of educational reforms.

The following are important for creativity: understanding the diversity of pedagogical issues and the variability of their solution, understanding the level and description of one's skills and the possibility of its development, the desire to improve it, understanding the need for new solutions and mental preparation for it and its implementation. confidence to increase.



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 makes it possible to evaluate the creativity of a person and its level according to criteria such as activity in organizing creative activities, quick thinking, originality and improvement.

The answers to the questions proposed by the student should satisfy these four criteria. E.P. According to Torrens, the concept of "creativity" covers the following:

- to put forward a problem or scientific hypotheses;
- 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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