



“DEVELOPMENT OF CREATIVE THINKING – DETERMINES THE QUALITY OF EFFECTIVE EDUCATION”

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Annotation. The formation of qualities such as thought, imagination, creativity in a student, the enrichment of his creative world is a step-by-step process, in which the personality of the teacher plays a very special role. This article will focus on the development of the student's creative abilities.

Keywords: creativity, imagination, creative tasks, development of creative abilities, creative thinking, problematic education, creative uncertainty, principle, psychology.

In the process of globalization around the world in educational system, a lot of research is being carried out on the need to educate creative individuals who are able to prevent problems and adopt effective solutions, have independent opinions and are capable of making decisions, can manifest themselves in various aspects of human activity, have non-standard and specific intellectual potential. The interior values of the 21st century are the formation of competencies such as critical, creative, communicative, and collaboration. Because, in the past century, the knowledge and skills that were formed in school conditions have lost their power of influence in order to achieve a certain success in our life today. The development of technologies in the process of globalization has led to the transformation of society in a dynamic scale. Nowadays, critical thinking, problem solving in cooperation with humans have become the most important tasks. This in turn is putting the requirement of revising the educational system and improving educational programs. The formation of creative competence of students is one of the main tasks of education, as determined in the direction of “Sustainable Development Goals” in the main international document on the field of Education approached by UNESCO.

In the process of education, the determination of the structural foundations of the creativity of Primary School students, the improvement of the possibilities of motivational, scientific and methodological approaches are largely dependent on the professional-creative skills of future primary school teachers. As an alternative, the assessment of the influence of factors for the development of creativity in future primary school teachers, the improvement of the methodological system for organizing educational activities based on creativity, the development of innovative technologies based on creativity are gaining relevance. Such an approach to primary education is one of the urgent problems of the formation of professional skills in accordance with the requirements of an individual-oriented educational strategy, clarification of the pedagogical and psychological characteristics of the development of creativity skills.

Having the qualities of creativity of future primary school teachers directs their personal abilities, natural and social capacity to a qualitative, effective organization of professional activities. It also helps to create new ideas, different from the traditional approach to the



organization of educational processes, not to think in one pattern, not to tolerate originality, initiative, uncertainty. Consequently, a creative approach to the organization of pedagogical professional activities with the qualities of creativeness, activity in the creation of new ideas that lead to develop educational activities of students, personal qualities, independent study of advanced pedagogical achievements and experiences, as well as the obtain of experience in constant, consistent exchange of views on pedagogical achievements with colleagues. Separately, there is no doubt that each individual has the natural ability to creativity.

All our true human qualities are formed as a result of upbringing in our lives. The contribution of artistic textual analysis to the development of children's cognitive processes in the elementary grades, their richness of language and the transmission of their thoughts to others through speech has great importance. The content of textbooks, created taking into account the ways of accelerated development of all cognitive processes, contributes significantly to the development of thinking. But in order to solve this issue, it is necessary that each teacher fully understands the characteristics of the child's ability to think, the ways in which he develops it. The solution to the problem is regulated in the brain of a person. Each age is a qualitatively specific period of mental development, characterized by many features. For a child of primary school age, the first way of solving the problem is its practical action. The child acts directly with the object given to him in solving the problem. The meaning of this is that what needs to be solved is clearly indicated and resolved in the presence of practical actions. One of the important features of this stage is thinking through verbal expressions. The phenomenon that comes to mind, the cause and its consequences are clearly explained. Connections and relationships between concepts appear through contemplation.

Thinking is a high level of knowledge. Its peculiarity is in close contact with words. The truth of thought is conveyed through language. Cause-and-effect relations in reality are recognized in practice and are called by certain linguistic forms. Human beings recognize and understand world phenomenon and describe them through the first and second signaling systems and express them in different words. Through thinking, truths and rules are generalized, facts are comprehended, and states of events that cannot be perceived directly become recognizable using complex electronic mechanisms. The truth of thinking is known indirectly. Since the thinking of Primary School students is clear, they tend to understand many things in terms of existence. In the educational process of Primary School students, depending on the level of mental development, several types of activities are formed: movement, speech, cognition, thinking, self-education, etc. And the task of the teacher is to form the thinking and behavior of the elementary student during the process of teaching. In this regard, in the process of teaching, the student learns self-control in each lesson, setting the goals and objectives of his educational activities and using specific ways and means of their realization.

The elementary school student develops the following elements of active mental abilities in the course of the lesson: ingenuity, attentiveness, perception, independence of thinking and speech, etc. The various educational activities that elementary students perform independently in the educational process form effective ways of thinking. Through expressive reading of texts, the reader freely assimilates the content of the educational material and is able to change the order in which the material is stated in its own way. Only in such a situation a need for education, desire, curiosity and cognitive activity does appear in student.

Discovering "I" other than oneself is the result of lots of work. K.E.Tsiolkovsky wrote: "At first I discovered widely known truths, then I began to discover truths known to some, and



finally I began to discover truths not known to anyone”¹. Apparently, this is the way to form the creative side of the mind, the way to develop inventiveness and research talent. The experience of studying some aspects and methods of creative behavior and self-expression, modeling creative actions and abilities in various areas of activity demonstrates a significant increase in the indicators of creative thinking, as well as such qualities as independence, opens to new experience, sensitivity to problems, a high need for creativity.

Let's consider the most successful and interesting foreign methods for the development of creative abilities:

The first way to develop creative abilities is created by R. Designed. Krachfield's main position is that creativity can be developed in the process of solving creative tasks. He offered his readers small books that tell about the adventures of two teenagers who are forced to constantly understand detective stories. The books are structured in such a way that the attentive and curious reader has found the right answer shortly before his characters. There were many tips for developing creative thinking in stories.

E.Torrens methodology, which offers a whole step-by-step system of developing creative thinking is also of great interest. The main idea of Torrens is that thinking should be released from the external limitations, frames, standards that a person thinks about. The Torrens program includes several stages, in each of which a specific target training is carried out.

At the first stage, tasks and anagrams are offered to the subject, and he must distinguish the only right thing as soon as possible between the chaos of hypotheses, form a rule that leads to the solution of the problem. Then pictures are offered to the subject. He must name any, most incredible situations that led to this situation, any of its consequences.

In the second stage, objects of certain importance are proposed to the subject and it is proposed to list various methods of their application. Torrens believes that it is enough to free thinking from frames that are constantly dictated by reality, and a person is disorganized, creatively think.

American psychologist E.Bono's research is also great interest. He offers a unique program of developing creative thinking based on several principles in its works.

The first principle is that if a problem occurs, it is important to distinguish between necessary and sufficient conditions for solving it. If you try to use all the proposed conditions without proving their need for this situation, then you can only complicate the decision process.

The second principle is to remove your past experience in solving such problems and develop the ability to approach the problem in a new, unusual way. Often, the similarity of the tasks turns out to be only external, and the use of already used methods can only slow down the solution process.

The third principle is to develop the ability to see the multifaceted nature of things.

Based on these considerations, the following conclusions can be reached:

1. Not being afraid to accept the news;
2. Creative uncertainty;
3. Emergence of creativity;
4. To prove the correctness of the decision.

¹ Циолковский К.Э. Какой тип школы желателен // 1918, автограф, машинопись, Архив РАН: Ф. № 555. О. 1. Д. № 386. URL: <https://www.tsiolkovsky.org/ru/kosmicheskaya-filosofiya/kakoj-tip-shkoly-zhelatelen/> (дата обращения: 01.11.2021).

In the process of such creativity, various qualities are formed in the child. For example, if a sense of novelty, doubt, imagination, determination, awareness, activity, and upbeat mood are formed, the result of that work will lead the child to new goals and encourage him. All these qualities are found in students of junior school age. These stages overlap and complement each other depending on the type and purpose of creative work. The abilities of primary school students are developed in two types of activities:

Firstly, each individual child learns through the educational activities of the accumulated human experience, secondly, each student develops his inner potential through individual implementation of creative activities. The difference between creative activity and educational activity is that it seeks new methods and ways aimed the child to form his self and realize ideas. Currently, interest in the creative development of children has increased in psychology. For this reason, the need for their development is definitely related to the need for creative personnel, creative performers, as well as the quantity and quality of creative products, personal satisfaction from work, and the country's reputation.

In accordance with the requirements of modern society, due to the development of creativity, any student of primary school age can learn to successfully solve creative tasks. Creation of a new educational system is one of modernest attempts, newly discovered methods. This is closely related to the changes in the pedagogical and psychological process and leads to the formation of a new approach, a new attitude, and a new way of thinking in all aspects of the educational field. If the primary problem is to update the pedagogical process of schools the primary school will be the cornerstone, it becomes clear that the state standard of primary education is conclusive part.

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