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DIDACTIC PROVISION OF CREATIVITY DEVELOPMENT IN STUDENTS

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Abstract: The article talks about didactic support for the development of creativity in students.

Key words: Psychology, education, methodology, creativity, development, didactics, provision.

TALABALARDA KREATIVLIKNI RIVOJLANTIRISHNING DIDAKTIK TA'MINOTI

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Annotatsiya: Maqolada talabalarda kreativlikni rivojlantirishning didaktik ta'minoti haqida gap borgan.
Kalit so'zlar: Psixologiya, ta'lim tarbiya, metodika, kreativlik, rivojlantirish, didaktika, ta'minot.

Before developing creativity in students, it is necessary to create a favorable environment. Students learning in a creative environment gradually develop an interest in performing creative tasks, as well as a tendency to think creatively as a result of observing a creatively minded teacher (Sternberg & Williams, 1996). A creative teaching environment leads to the development of creativity skills in students, which is of great importance in the educational process (Boykin & Noguera, 2011, 2012; Marks, 2000, as cited in Jensen, 2013).
Students' ability to think creatively in higher education institutions depends on the content of their creative environment. "Creating a fully creative learning environment relies on careful planning. If teachers want to be more effective in applying their creative teaching methods and strategies (i.e. thinking broadly and organizing creative thinking process), they need to instill this in the minds of their students and make them aware of their tasks. (Higgins, Hall, Baumfield, & Moseley, 2005)". In addition, "only in a creative environment, students will be able to understand the content of the subject they are studying, the interaction between educational information and begin to think about it (Anderson et al., 2000)".
A number of researchers have studied the fact that educational practice cannot acquire a creative character. M: in foreign countries, researchers-pedagogues such as Begetto, Kaufman, Kirschner (2010), Sweller, Clark (2006) explain the reasons for this and the conditions for their elimination as follows: "In many cases, teachers are familiar with only the content of science,

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but they give great importance to the thought process and do not give any information about how the requirements may develop. The effectiveness of the teacher's approach to giving waterfall instructions is lower than the methods and strategies aimed at improving student learning (Beghetto, Kaufman, 2010; Kirschner, Sweller, Clark, 2006). However, in order to provide clear and understandable guidance on thinking skills in the requirements, the teacher should control and direct the students' learning activities by introducing students to creative thinking methods and ways of effectively forming skills. must". The clarification of the ideas expressed by the authors with the help of examples helps to clarify the ideas of the teacher and students about the organization of the creative thinking process. "M: in the process of studying the "Essence of the Immigration Event" based on the "Brainstorming" strategy, students should, first of all, have an understanding of what the strategy is and how to use it."

It is worth noting that the concepts of "classification" and "periodization" are important in the process of developing personal creativity. So, what do these two concepts mean? As already mentioned, creative qualities do not develop spontaneously for pedagogues, as for all individuals. According to this research, a number of ways to successfully develop creative qualities in a person by using creative and heuristic methods are highlighted. Patti Drepeau also shows four ways to successfully develop creative qualities in a person. The essence of these roads will be discussed below.

Way 1: Formation of creative and heuristic thinking skills. The main emphasis is on the formation of creative and heuristic thinking skills, and students are guided to express the essence of creative and heuristic actions using verbs. In particular, in order to effectively form the skills of creative and heuristic thinking, teachers pay attention to the presence of necessary verbs in the questions that encourage students to think. If this situation is explained with examples, the control question asking students to "describe the connection between the heart and blood circulation system" does not form creativity in them. After all, the concept of "describe" in the question is equivalent to saying "tell your existing knowledge one by one".

Using words (verbs) that encourage students to think when asking control questions facilitates their creative and heuristic thinking. Therefore, according to the first way of forming creative qualities in a person, it is appropriate for pedagogues to use words (verbs) that force different, antique, unconventional and thorough answers. M: The use of words (verbs) such as "find the connection", "create", "predict", "explain the idea logically", "imagine" is considered effective from a practical point of view. Instead of asking students to "describe the connection between the heart and circulatory system", the teacher should ask them to "give all types of connection between the heart and circulatory system". As a result, students will have the opportunity to generalize existing knowledge and to put forward new thoughts and ideas. It is appropriate for pedagogues to use the first way - to use the "Creativity Map" of young teachers in the formation of creativity skills in students.

Way 2: Development of practical creative and heuristic thinking skills. Educators use instructional methods and methods to form and develop students' creative and heuristic thinking skills. In this case, the use of questions can only help in the short term, but it does not develop interactivity and engagement in students.

In her work, Patti Drepeau presents ways and methods that are effective in developing interactivity and creative and heuristic thinking skills in a number of students. In particular:

- Working with websites;
- visualization;

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- taking into account all points of view;
- the appropriate application of important ideas in different situations (moving the object to another situation - transformation);
- such ways as symbolization;
- "Brainstorming";
- Methods such as "Case-study".

Way 3: Organization of creative and heuristic activity processes. This path emphasizes creative and heuristic, creative thinking in the process of solving problems and promoting innovative ideas. Although creative and heuristic methods and methods are not actively used in these processes, creative and heuristic thinking occurs. M: "Finding the relationship between the heart and circulatory system" (Isaksen & Treffinger, 1985). While completing the task, students analyze various problems related to the human circulatory system. As a result, multi-faceted thinking and observation takes place in this process.

Way 4: Using creative and heuristic products (developments). In this way, the pedagogue can give students the task of creating a presentation using Power Point or multimedia on the topic "Human circulatory system". In the process of preparing the presentation, students actively develop creative thinking skills.

Students can fully demonstrate their creative and heuristic thinking skills in a comfortable environment. If students have a feeling of fear of failure, if they hesitate to express their thoughts incorrectly, if they face criticism, in such a situation, it will not be possible to effectively form or develop creative and heuristic thinking skills. It is possible to successfully form creative and heuristic thinking skills in students only by turning creativity into a habit. In this process, the methods and tools used by them in assessing the content of the subject and creative and heuristic thinking skills are of great importance. In the process of encouraging students to think creatively in higher education institutions, in which order do you think that the use of these methods will guarantee the expected results? Here's Patti Drapeau's advice: “We take two or more routes to get from one destination to another. This idea also applies to the instructions below. The teacher can use one or more of the ways (mentioned above) in the course of the lesson. If the teacher decides to use ways of forming creative thinking skills (way 1), he directly teaches students working on creative problem solving (way 3) creative thinking strategies (way 2) It also effectively attracts to the use of l). The lesson ends with the development of a creative product (way 4). A map that illuminates the essence of the creative thinking process will help teachers to determine the level and type of creativity manifested in the course of the lesson.

In many cases, teachers and students themselves are faced with such a question: is it possible to achieve the manifestation of the process of creative thinking as a habit? Here's what Patti Drapeau says: “Brain research is helping us understand how to develop creative thinking skills and how to make them a habit. Creativity occurs as a result of the coordination of the front (ideas) and peripheral (analysis) areas of the brain and the production of dopamine (a feel good substance). Learning leads to the formation of small folds in the brain, and this process increases as a result of active brain activity. The human brain prefers images, predictions, feelings, emotions and meaningful information. "If information is free from emotion and thought processes, it will not be stored in the brain." However, creative thinking requires the brain to develop unconventional, original ideas by using new methods that "contrary to the way it learns and learns." As a result of practicing the skill of creative thinking, students will not

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only rely on established connections, but will be inclined to establish new, meaningful connections in the brain, develop new ideas and think in a new way. As a result of regular practice, new creative thinking becomes habitual and automatic. The human brain is always used to working correctly, that is, there is only one correct answer for the brain. However, this is not creativity. Creativity means that all answers can be correct as students defend their views. Immersion in the atmosphere of creativity is considered. Therefore, in order to make creative thinking a habit, students should be able to look at this process with confidence.

Students can develop creative thinking habits only if creativity is encouraged and a friendly environment is created. In a creative environment, teachers and students learn to be honest with others and respect their opinions. Creativity does not become a habit in students who have a fear of making mistakes or failure, focusing on excessive grades, being different from others, being despised, and fearing criticism and humiliation. Making creativity a habit, increasing student success and self-esteem can only be achieved through the appropriate use of creative thinking and in a healthy environment."

According to foreign pedagogues, especially Patti Drapeau, the creativity of a person, especially a teacher, inspires students to organize a creative process.

"Creativity is contagious; to be creative, one should communicate with more creative people and always be in search. Just as any skill can be developed, so can the ability or skill of creative thinking. This also applies to students, and working on creativity can help students think outside the box. However, it depends on how well the teacher is able to inspire and encourage students to be creative. Research on creativity and the works of creativity theorists serve as a guide for the formation of creativity skills in students. It includes elements of the environment in the auditorium, the formation of students' thinking, and the teacher's approach and strategies. As Pannels and Claxton (2008) noted, the environment (goals and tasks in the case of the auditory) influences the formation of creativity, and according to another researcher Piirto (2004), creativity requires risk-taking. However, the teacher should create an environment in the audience where students can feel free and share their thoughts and ideas.

Students can express their ideas and thoughts in different ways in the creativity room and they should appreciate it. In order to further activate the processes taking place in the brain, students should deviate from the established rules and standards and act freely in asking various questions. The teacher supports creativity in students by revealing unusual ideas and encouraging them verbally and non-verbally. The correct attitude of the teacher to the creative ideas given by the students is important for their understanding of possible and impossible conditions. All of these elements are an important part of the teacher-student relationship and ensure student success."

Certain factors prevent the development of creative qualities and skills of pedagogues. Therefore, teachers should focus on eliminating these factors in the pedagogical process. The following factors hinder the development of creativity in a person:

1) avoiding risk;
2) allow rudeness in thinking and behavior;
3) underestimation of personal fantasy and imagination;
4) subordination to others;
5) thinking only about success in any case.

"In a creative environment, a teacher uses something new to attract students' attention. Information that arouses curiosity and suspense engages students and increases their desire to

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learn (Koutstaal, 1997; Willis, 2006). Brain tests have shown that novelty always activates the brain. When a teacher provides students with new information and resources or uses new strategies, the brain "wakes up" and focuses. For example, dressing up like a character from a literary work or a historical person, using historical objects or modern objects, playing music, telling anecdotes, changing the place of classroom equipment, changing the lesson format, playing games. this also applies to students of higher education institutions. In a creative and heuristic learning environment, the teacher allows students to make frequent choices.

Choice is important in building creativity (Sprenger, 2010), and it not only inspires students and gives them control over their learning, but also empowers them. The right to choose not only improves the teacher-student relationship, but also creates the basis for the expression of the individuality of both parties (Deci, 1995). The right to choose can be only unilateral, that is, the choice can be made independently by the student and the final result can be presented in two or more forms.

Even in higher education institutions, teachers should be able to create the necessary conditions for forming and developing students' creativity and heuristic thinking skills, for them to work as a team, in small or large groups. After all, in the process of working in large and small groups, there is an opportunity to creatively develop any ideas expressed.

"Aware of the importance of team spirit in creativity and heuristic education classes, the teacher constantly changes groups and forms the ability of students to work as a team, to respect the abilities and skills of others. Although individual work can be effective in certain situations, small group work is appropriate for creativity and heuristics learning because creativity is a social phenomenon (Farrell, 2001; John-Steiner, 2000; Sawer, 2003, 2006b). ; According to Sawyer, creative views are formed as a result of teamwork and creative cooperation (Sawer, 2006a, p. 42).

Criteria for dividing students into small groups:

- dividing students into small groups according to their abilities in a certain field; dividing students according to such ability should not depend on creative thinking skills at all. In such groups, students should be able to move freely and be ready to move to another group when the time comes;
- cooperation groups are organized based on students' interests; such groups may consist of students with different levels of knowledge and abilities. In many cases, students in such a group take on a certain role, that is, responsibility. When forming this group, the main focus is not on the student's cognitive desires, but on his scientific and social knowledge;
-flexible groups are organized based on individual needs, interests and wishes of students. As the group's interests change, so do its members. Such a group forms flexibility skills in students. The teacher provides students with interesting, challenging tasks and clear goals and time to achieve success. As students become "engrossed" in a task, they lose track of time (Csikszentmihalyi, 1996). Although students are rarely in such a situation in the educational environment, teachers should strive to create such an environment.

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