

TECHNOLOGY FOR THE DEVELOPMENT OF CREATIVE ABILITIES OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

Intellectual-creative abilities are the sensitivity of the individual, the strength and integrity of the perception of the subject, the availability of extensive information about it, the flexibility and agility of thinking (fast, diverse, specific), logical and literate reasoning, systematic actions, synthesis-analysis-synthesis, ability to express creatively, generalize and summarize, have their own opinion, get to the end of the work, diligence, ability to convey their knowledge to the beginning is an important factor not only of high creative development, but also of personal development in general, a guarantee of success in any activity, communication with people, a factor of success in daily activities.

Keywords: Intellectual-creative ability, synthesis, analysis, intellectual demand, activity process, education, methodology, thinking, creativity, character, exercise, thinking, creativity, thinking, freedom.

INTRODUCTION

The word creativity was first coined in 1922 by the American scientist D. Simpson used. By this term the person renounces stereotypes, stereotypes, conventional thinking described the ability to pass. Creativity (lat. Creatio – to create, to create) – this is an unusual human being idea, ability to think, unique, original solution to problems, the ability to abandon traditional forms of thinking.

K. Rodgers (1944) called creativity a new solution to problems and something, the event understands the identification of new ways of expressing the situation. Research comparing personality and intellectual qualities with creativity is great is important. Research on the comparison of intellectual properties made by Dr. Gilford. Creativity is a personal trait of a person, his self to improve and develop. Creativity (Lat., Eng. "Create" – to create, "creative" creator, creator) – describing the individual's readiness to produce new ideas and the creative ability that is part of talent as an independent factor. Of the person creativity in his thinking, in his communication, in his emotions, in certain activities species.

In the development of creativity in children, it is necessary to pay attention to the following:

- 1) Encourage them to ask more questions and make it a habit support;
- 2) Encourage children's independence and strengthening accountability in them;
- 3) Independent activities by children creating opportunities for organization;
- 4) Pay attention to children's interests.

The following factors hinder the development of creativity in the individual:

- 1) Avoidance of risk;

- 2) Allowing rudeness in thinking and behavior;
- 3) Underestimation of a person's imagination and imagination;
- 4) Subordination to others;
- 5) In any case, think only of success.

The modern student's personality is spiritual, intellectual and creative. The problem of development is of socio-pedagogical importance and priority as an issue creativity, creative abilities, intellect, intellectual activity, creativity, creativity, intellectual creativity, abilities, intellectual-creative abilities, creative learns concepts such as imagination, intellectual-creative process, activity. President of the Republic of Uzbekistan Sh.M.Mirziyoev to work and think in a new way in accordance with the requirements; research, initiative and calls for entrepreneurship. Therefore, the system and content of education improvement, bringing it closer to real life, as well as intellectual development in young people; social and communicative skills need to be developed. This idea also occupies a leading position in the decrees. The intellectual and creative activity of students is of great socio-pedagogical significance developing and improving the basic qualities and abilities of the generation is a factor. After all, intellectual and creative development is associated with the spiritual realm of the "person" depends These are ethical, intellectual and aesthetic requirements in the process of active activity and is the formation and satisfaction of interests.

When a high school student creates a creative product, the work has a clear purpose logical, coherent perception of the material, understanding that the content is planned. The source is not only historical and cultural, but also creative it is bold to know its artistic value, its aesthetics, its emotional impact be able to summarize the main content, expressing feedback and opinion creative approach to intellectual and creative products, the ability to express themselves be able to list the literature used. Intellectual and creative work with high school students system and quality requirements are as follows:

- Theme and content of the lesson;
- Diversity and complexity;
- The duration and complexity of the study of historical and cultural material;
- To develop students' creative abilities, to make them self-creative focus on development.

It is worth noting that it is high for the development of creative abilities in students an emotionally-positive mood, a need, which is necessary in the educational process didactic conditions must be provided. For high school students in the process of comprehending homework the following requirements apply:

Creative activity (cognition, information) materials, creative preparation, their different study in the auditoriums, socialization) is fun for students and tailored to their needs was an important educational activity. Such activities, in particular, attracts high school students. This age group perception, creative activity, formed intellect, creative potential, social-communicative activity aspiration, intellectual-creative development, characterized by a strong desire for perfection. Adolescents are not only creative and intellectual, but also communicative and social aspiration, media, interest in national and world culture, own social and communicative skills such as sharing knowledge are also formed. It includes foresight, planning, responsibility, perseverance, self-control, emotional, intellectual, and volitional traits such as control are activated.

1. Ancient architecture based on general, active perception and creative imagination artistic-aesthetic analysis of monuments, distinguishing the main and important aspects show;
2. Understanding the logic of a clear-subject-material statement – its schedule, plan, compilation of theses, main issues, attention to some facts, historical and cultural participation in a mini-discussion in the process of narrating the material, reflection to do, to have one's own opinion;
3. Emotional perception;
4. Ability to generalize; draw conclusions; have your say

This is a topic for the creative development of high school students to focus on issues such as resource perception and analysis we consider it permissible. Including the perception and analysis of historical and cultural monuments students are first asked to “feel” an emotion, then to a specific goal focused on artistic and logical study, and only then, historical, cultural, artistic, moral, social and aesthetic value, a nationally recognized national as a wealth is directed to the holistic perception of the ancient architectural structure. Students are emotionally and individually exploring the art of ancient architecture prefer to start with imagination. Then, just an offer according to the algorithm, but its own (sufficiently realistic) artistic-analytical artistic analysis of the monument in terms of methods, artistic and architectural to understand the system of tools, to understand and study their meaning they enter.

At the same time, they need intellectual and creative abilities, first of all, creative thinking, imagination, logical reasoning helps

Technologically constructive approach to the perception and analysis of historical and cultural monuments consists of the following components:

- 1) Emotional perception, access to a wide range of information and data secondary perception of it through,
- 2) The formation of one's own opinion, opinion, attitude, one's own opinion about it and expressing their impressions. 3) emotionally-positive creative mood: “feeling” the social nature of the individual, of learning; inspiration, passion, curiosity; the result is educational and socio-personal “guessing” the essence; cognitive activity, concentration; memory; ability to use knowledge, terms, concepts; planning, scheduling; valuable direction; self-discipline, self-control; creating a new, unique intellectual and creative product; created product satisfaction with the result of socialization.

II. Intellect

Thinking: fast, active, bold, unique, creative, individual;

Conceptual-theoretical, practical, originally restorative – creative (artistic perceptio based on). Thinking in words: emotional, meaningful, expressive, vivid; logically consistent, analytical, convincing, generalized; creative-individual-creative, thoughtful, concise, attitude to the subject with notice; speech literacy, planned presentation, creative description of the intellectual-creative product. Imaginary relation to the object of thought through the productive imagination to be in a relationship not only to understand the consequences of artistic thinking, but to systematize it to know; formalize the product of this thinking in a literate speech and read it to the audience be able to add to a well-targeted intellectual-creative text intended to convey.

In short, the teacher is the solution to the problem, the learning material must have a creative approach to teaching. The content of the lessons, their specificity, resilience, innovative nature, person-centered, creative potential, determining the prospects for the creative development of the individual should be absorbed.

To do this, the content of the lessons is deep, engaging, memorable, and students' cognitive activity should be diverse, creative, and reproductive need.

At the present stage of the development of the higher education system, when the main task is to improve the quality of vocational training of graduates, ensuring their competitiveness in the labor market, the forefront is the problem of finding new approaches to the organization of the educational-educative process, which contribute to the creative self-development of the personality, the creative application of knowledge in specific situations, that is, finding their own individual, optimal way to solve various problems and issues (Cahapay, 2020).

The development of the creative abilities of future pedagogues-psychologists is one of the main tasks of higher professional education. The way to success of personality lies through a creative approach to work. At the same time, the creative approach is especially important in the profession of the pedagogue-psychologist (Gonzales, 2020). Advanced pedagogical science sees the main task of training not in the simple transfer to students of the certain amount of ready-made knowledge, but in the development of their creative independent thinking.

It is necessary to disclose the concepts of "creativity", "ability" and "creative abilities" in order to solve the set tasks of the research.

In philosophy, creativity is considered as the process of human activity that creates qualitatively new material and spiritual values. Based on this methodological position, many researchers define creativity as the human activity that creates new material and spiritual values, which have the social significance. Creativity is identified with creative activity in the works of psychologists of Ananyev (1962), Bogoyavlenskaya (2002), Vygotsky (1997), Leontiev (1983), Rubinstein (1989). So, Vygotsky has the statement that creativity is "... such activity that creates something new, anyway, whether will it be the creation by creative activity of some of thing of the outside world or the known construction of mind or feeling, living and discovering in man himself" (Vygotsky, 1997; p. 3). According to psychologists, human activity by its very essence is creativity, as a result of which the person finds something new, unknown. Despite the existing differences in the disclosure of the essence of the concept of "creativity", we can trace the certain commonality in the views of researchers regarding the indicators of the process of creating the new one that promotes to the development of personality.

In pedagogy, this concept is defined as follows: "Creativity is the activity of the person to create the qualitatively new, deliberately perceived by him as generated by an internal desire for self-realization or an objective need of the person; activity, considered both at the subjective and objective level (depending on the nature of creativity), according to the criterion of recognition of novelty" (Popov & Kruglov, 2011; p. 52]. There is such definition of this concept as well: "the content of creativity will be considered the solution of non-standard tasks in any sphere of activity (Tsvetkov, 2009; p. 8). It is necessary to disclose the concept of "abilities" at the consideration of the concept of "creative abilities". It is quite often spoken about the problem of the development of creative abilities in the pedagogical and psychological literature. It should be noted that abilities relate to the most significant mental properties of an individual.

Most researchers, investigating the problem of abilities, correlate abilities and skills in the certain type of activity, and that the concept of “ability” comes from the characteristic of the person who performs this activity. Many domestic psychologists were engaged in the research of abilities. Among them, it can be distinguished the works of Ananyev (2016), Vygotsky (1999), Zharikbaev (1968), Namazbayeva (2014), Leontyev (1983), Petrovsky & Yaroshevsky (2000), Rubinshtein (1989), Teplov (1985).

Summarizing the obtained results, we can say that the developed program is effective, which means that it creates the conditions for actualization of the creative potential of the student’s personality and developing his creative abilities. Art technologies allow students to realize their own personal and professional possibilities, develop creative abilities to the high level, meet the needs in novelty and non-standard ways to solve professional problems.

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