

PRACTICAL OPPORTUNITIES FOR THE DEVELOPMENT OF CREATIVE THINKING IN STUDENTS

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ANNOTATION

This article critically analyzes traditional methods and approaches to the development of creative thinking, and the authors discuss the possibilities of increasing the effectiveness of tasks by developing human intellectual feelings.

Keywords: creative thinking, intelligence, training, mnemonic processes, psychological techniques, mental state, creativity, intellectual feelings, humanistic approach.

INTRODUCTION

The goals and objectives of the younger generation today are to develop children physically and mentally, to satisfy their mental, personal abilities, aspirations and needs, to ensure that they grow up faithful to national and universal values and the idea of independence.

Nowadays, through the positive experience gained in the field of education in front of educational institutions, students can study the level of thinking on a scientific and practical basis, further develop their creative thinking, educate and improve the spiritual world in the spirit of national ideology and independence. the task is to improve the abilities of students to meet the requirements of world educational standards. This, in turn, will lead to the establishment of a comprehensive system of education in educational institutions, further deepening of educational reforms, development of new pedagogical technologies, their introduction for the development of thinking of students, pedagogical creates opportunities for the team and each teacher to fully use the scientific potential.

The development of students' creative thinking largely depends on the social nature of society, its spiritual system. Educational institutions of the Republic, fulfilling the tasks set at the qualitative stage of the "National Program of Personnel Training", nurture the abilities and talents of students, use modern new pedagogical technologies for the development of this field, improve the educational system.

Creativity in children plays an important role in the development of their talent buds, including the development of their creative abilities, and requires that students' interest in learning be combined with practical activities. Because actively involving students in practical activities helps to develop their interest in learning and creativity.

This important task requires the development of skills and practical skills aimed at increasing the intellectual activity of students, improving their ability to work independently. Because the activity of knowing the essence of interest in knowledge is the pursuit of the process, it opens the way to the creative potential of the student.

Many scholars have worked to develop students' creative thinking. In particular, Russian scientists V.N. Shatsskaya, N.L.Grodzensky, M.A.Rumer, G.L.Roshali, N.I.Sats conducted research on creative thinking and its formation.

Uzbek psychologists M.G. Davletshin, E.G. Gozиеv, B.R. Kadyrov, R. Sunnatova and others have commented on this problem in their research.

Ya.A. Ponomarev, one of the leading scientists in the field of creative psychology, who has established his own scientific school, also has his own approach to identifying methodological opportunities for the development of creative thinking. In particular, the scientist's research notes the use of both diagnostic and developmental exercises to identify the movement of a pedestrian in another cell without violating the rules of the game with a horse placed in different parts of a nine-cell (3x3) chessboard.

B. Kleg developed a unique intensive course for the development of creative thinking, which is based on the association of things that do not occur in the unit under normal conditions (for example, "ice cream with nails", "teapot with a hat", "cook in the aquarium"). ”, “Basement on the roof” and what they are associated with).

E. de Bono, a world-renowned expert in the development of creative thinking and the development of a methodological framework for learning non-standard thinking, has used the "provocative idea" method as an effective method - an irrational, illogical idea (for example, "car wheels should be rectangular"). , suggests a way to avoid evaluation and continue to develop it. According to the author, if "provocative" ideas are allowed to be evaluated, the thinker immediately rejects them because they do not correspond to the existing standards in practice. For the development of creative thinking, instead of evaluating such ideas and determining how they fit into the limits of personal experience, it is necessary to move on to the next new ideas that arise from these ideas. The process of transitioning from supernatural ideas to new ideas, in E. de Bono's interpretation, consists in finding a useful solution to these illogical ideas, in reaching a logically reasonable conclusion.

Indeed, the results of the study of artists with high creative abilities, both on the basis of biographical sources and direct empirical research, repeatedly confirm that they are distinguished not only by their intellectual qualities, but also by their unique individuality in the field of personality traits. This is also reflected in the scientific views that underlie the programs of a number of authors, which are reflected in the content of the development of creative thinking. For example, B. Clegg's intensive course on the development of creative thinking is based on the author's idea that achieving a level of creativity requires five factors - a positive cultural environment, effective use of special techniques, personal development, mental energy and a high sense of humor. Therefore, in our opinion, the effectiveness of practical work aimed at developing creative thinking depends not only on the effectiveness of methodological tools, but also on the degree to which the person who is the object of formative influence has the appropriate personality traits.

In the described case, in our opinion, in order to increase the guaranteed effectiveness of work aimed at the development of creative thinking at the expense of active external pedagogical and psychological influence, it is necessary to encourage such changes in the individual. According to the methodology of the humanistic approach, which is one of the central areas of modern psychological care practice, it is impossible to develop a person's creative ability without making

certain changes in his personal structure. There is no way to teach creativity as if it were a skill, but to be creative requires a person to change qualitatively and in a holistic way. Therefore, humanistic technologies for the development of creativity are inherently indistinguishable from technologies for the formation of a person who is able to fully realize their potential.

As can be seen from the above brief analysis, most of the methodological tools for developing creative thinking are tasks that require a human creative approach. Here we see an analogy to the approach to exercises and training that serves to develop different cognitive processes or communication skills. It is well known that in most of these types of workshops, the tasks and assignments are in a context that activates the relevant process. For example, the recommendation to use the correctional test method for correctional-developmental purposes is based on the fact that the task force is limited to distracting the environment and focusing on a specific area in order to identify a shape that is not clearly distinguishable on a flat background. Similarly, memory-enhancing techniques include psychological techniques that activate various mnemonic processes and are used in the psychocorrection of anxiety to artificially express a sense of resilience in external behavior or to alter cognitive attitudes toward an emotional factor.

The above analytical considerations and the scientific evidence on which they are based are the basis for the hypothesis that it is possible to increase the level of a person's desire for creative activity by increasing the tendency to feel intellectual emotions. However, of course, based on the results of empirical research to test this hypothesis, it is possible to draw a final conclusion about the level of practical effectiveness of the proposed approach.

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