

PEDAGOGICAL FEATURES OF STUDENTS' ORIENTATION TO CREATIVE THINKING

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ABSTRACT

This article highlights the theoretical and pedagogical features of the organization of intellectual and creative activity of students. The facts and judgments about creative competence-based activity focused on thinking are given.

In recent years, normative foundations for the development of creative abilities have been created in the republic by creating didactic and methodological support for the design of creative education of secondary school students.

Intellectual-creative-creative activity of students is of great socio-pedagogical importance, is a factor in the development and improvement of the basic qualities and abilities of the harmonious generation.

Creativity (Latin, ing. "create" – to create, "creative" - Creator, Creator) expresses the meaning of an individual's creative abilities, characterizing the readiness to develop new ideas and being part of giftedness as an independent factor. The creativity of a person is manifested in her thinking, communication, emotions, certain types of activities. Creativity characterizes the personality as a whole or its specific features, sharpness of mind. Creativity is also reflected as an important factor of talent.

American psychologist P. Torrance believes that "creativity is the promotion of a problem or a scientific hypothesis; testing and changing a hypothesis; defining a problem based on the formation of the results of the solution; affectivity in relation to the mutual opposition of knowledge and practical actions in the search for a solution to a problem" [1].

Thomas Edison says that "creativity is an optional process." Lucas and Spencer, on the other hand, believe that creative thinking is an important skill that today's youth should possess. According to Ken Robinson, "creativity is a set of original ideas that have their own value" [2]

The term "creativity" appeared in Anglo-American psychology in the 60s, when the issues of the connection of creativity with intelligence, as well as psychological aspects of creativity and its dependence on the individual characteristics of each person were studied. For example, in the 1950s, J. Guilford and his supporters analyzed the application of intellectual factors in educational fields, the study of creativity characteristics, as well as evaluation issues, as a result of which 16 hypothetical intellectual abilities were identified.

M.N. Gnatko [3] ESA conducted a study of the mechanism of creativity and divided them into the following two types:

1 – potential creativity is a necessary condition for creativity, which consists in the fact that under any circumstances a person is ready for creativity, as a result of which he realizes his ideas.

2 – creativity in activity is creativity in a certain area.

J. While Guilford identified the signs of creativity, M.N. Gnatko, on the other hand, summarizes the components of creativity. Signs of creativity (J. Guilford) accuracy of thought (the volume of ideas over a certain period of time); originality of thought (migration of one idea to another),

i.e. the ability to generate an idea different from conventional views; curiosity, flexibility; the ability to put forward a hypothesis, to know the problem as an idea; the ability to fantasize, fantasize, solve non-standard tasks. etc.k.

Creativity is the ability to demonstrate a response in accordance with the needs for new approaches and products.

Creativity-general and special abilities, creative abilities, the concepts of creativity, the structure and content of their products are still the subject of scientific discussions. It should be noted that there are differences, disagreements not only in the correctness of the application of concepts, but also in the definitions of these concepts.

Creative competence activity of students can be classified according to the following criteria:

- type of creativity (technical, technological, organizational, economic, social, spiritual, pedagogical, didactic, for students, mixed);
- level of creativity (mono creativity, multi creativity, mega creativity);
- the sphere of creativity (field of knowledge, intersectoral, national, regional, interregional, international);
- duration of creativity (short-term, medium-term, long-term);
- a form of creativity (innovative, educational, investment, mixed);
- on general aspects (implementation of new ideas; promotion of fundamentally new solutions; practical application of innovations);
- the product of created creativity in meaning and complexity (innovation proposal; invention; discovery).

Components of creativity development:

1. The ability to identify and formulate a problem.
2. Fluency of speech.
3. Flexibility.
4. Originality.
5. The ability to detail a thought.

Important qualities reflected in the basis of creativity: creative orientation; the ability to think logically; erudition (creativity); manifestation of creative abilities; emotional wealth; the ability to reflect (reflection, reflection).

Factors hindering the development of creative abilities in students: to think only about achievement in any case; to obey others; to allow rudeness in thinking and behavior; not to overestimate imagination and abilities; to avoid risk.

So, how to teach students to think creatively?

1. Suggest problematic situations and problems and encourage them to be solved;
2. Increasing self-confidence in creativity;
3. Encourage curiosity and research;
4. Positive orientation of personal and social factors influencing creativity.

The creative approach is considered as an active effective interaction of students with each other, with various sources of information in the form of dialogue, training, business and story-

role-playing games, analysis of specific situations, which are based on the solution of educational (professional) tasks for the assimilation of new socio-professional experience.

The development of a student's creativity implies the need to build an educational process as a model of creative activity. The main directions of the student's creativity development in the theory and practice of higher education determine the need for the organization of vocational training as a research activity in the context of a meaningful, problematic situation, the choice of solutions, reflection of methods, self-knowledge as a creative person, the creation of individual professional training programs, the transition to flexible models of the organization of the educational process.

Thus, when organizing students' creative creativity in subjects, first of all, it is necessary to take into account their pedagogical and psychological characteristics, as well as educational approaches, so that they can study independently. The essence of the creative approach to the formation of knowledge, skills and abilities of students in the process of independent learning is that the requirements help to master knowledge more deeply, to gain the ability to think independently.

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