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A SYSTEMATIC APPROACH TO THE DEVELOPMENT OF STUDENTS' CREATIVE ABILITIES

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СИСТЕМНЫЙ ПОДХОД К РАЗВИТИЮ ТВОРЧЕСКИХ СПОСОБНОСТЕЙ УЧАЩИХСЯ

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ТАЛАБАЛАРНИНГ ИЖОДИЙ ҚОБИЛИЯТЛАРИНИ РИВОЖЛАНТИРИШГА ТИЗИМЛИ ЁНДАШУВ

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Annotation:
The article deals with the concept of creativity and features of its manifestation in the student age. The article describes the main active teaching methods and reveals their potential in terms of developing students ' creativity. We also present data from an experimental study that shows the possibility of using active methods to develop certain parameters of creativity.

Keywords: creativity, ability, interactive methods, technology, pedagogical and psychological characteristics, criteria, levels, factors, stages, technological stages, results.

Аннотация:
В статье рассматривается понятие креативности и особенности ее проявления в студенческом возрасте. В статье описываются основные активные методы обучения и раскрывается их потенциал с точки зрения развития творческих способностей учащихся. Мы также представляем данные экспериментального

исследования, которое показывает возможность использования активных методов для развития определенных параметров креативности.

Ключевые слова: креативность, способности, интерактивные методы, технология, педагогические и психологические характеристики, критерии, уровни, факторы, этапы, технологические этапы, результаты.

Аннотация:
Мақолада ижодкорлик тушунчаси ва унинг талабалик даврида намоён бўлиш хусусиятлари муҳокама қилинади. Мақолада ўқитишнинг асосий фаол усуллари тасвирланган ва талабаларнинг ижодий қобилиятларини ривожлантириш нуқтаи назаридан уларнинг салоҳияти очиб берилган. Шунингдек, биз ижодкорликнинг маълум параметрларини ишлаб чиқиш учун фаол усуллардан фойдаланиш имкониятини кўрсатадиган экспериментал тадқиқот маълумотларини тақдим этамиз.

Калит сўзлар: ижодкорлик, қобилият, интерактив усуллар, технология, педагогик ва психологик хусусиятлар, мезонлар, даражалар, омиллар, босқичлар, технологик босқичлар, натижалар.

Various aspects of the problem of creativity and creativity have been studied for many years and have a rich history. Creativity as a subject of scientific knowledge has its own specificity. The emergence of interest in studying this phenomenon dates back to ancient times and is associated with the secrets of creativity and mysticism, which were reflected in the works of Plato and Aristotle. According to Plato, the poet is able to tell only music, and the creative person is like an empty ship, mysteriously filled with inspiration. Still creativity does not depend on scientific study, because it is not controlled by the mental process and intellect. Understand that there are different definitions of creativity and interpretations of its essence related to different scientific fields.[1.24]

Creativeness-expresses the meaning of the creative ability of the individual, which characterizes the willingness of the individual to produce new ideas, as well as being part of creativity as an independent factor. Creativeness of a person is manifested in his thinking, communication, feelings, certain types of activities. Creativeness characterizes an individual as a whole or as its specific characteristics. It is also reflected as an important factor in creativeness iqtidor. It remains to say that

creativeness determines mental acuity. P.Torrens believes that creativeness represents the interrelationship of knowledge and practical action in problem-solving, problem-solving, problem-solving based on the promotion of problem-solving or scientific hypotheses, the examination and modification of hypothesis, the formulation of decision results.

The works of the English scientist Francis Galton, published at the end of the XIX century, engaged in the study ofualual abilities on the basis of statistical analysis of the results of human activity, were the first in World psychology, in fact, it is possible to carry out scientific research on creativity. It is known that until the middle of the last century, creative abilities were determined by the mind and measured with the help of the intelligence department. And only since 1950 year, after the speech of John Gilford at the meeting of the American Psychological Association, as evidenced by historical reviews, experimental studies in the field of creativity begin and "creativity" becomes popular. Gilford's works, which put forward the concept of Divergent thinking, are the beginning of scientific research in the field of creative psychology and experimental study of creativity. It is precisely from the middle of the last century that the research activity to the study of creativity has peaked. [1.32] J. Modern interpretation of the essence of creativity confirmed by Gilford research ya.A. Ponomarev, R. Sternberg and other scientists believe that the manifestation of creative qualities is universal, that is, creativity is a universal, integral creative ability, necessary for any sphere of activity of an individual. In addition, the development of creativity in any type of activity requires the transfer of creative qualities to other spheres of Man (social, industrial, communicative, household, etc.). Therefore, the study of ways, means, conditions for the development of personal creativity in modern socio-cultural institutions, in particular in higher educational institutions, is pedagogically expedient. Analysis of scientific sources shows that today in science there are the following gaps: there is no clear definition of the essence of the concept of "creativity"; there is no consensus on the structure of creativity, expressed by various criteria and indicators; there is no study of the dynamics and nature of creativity in the process of ontogenetic formation of man; at different stages of. [3.29]

All this brings about many approaches, directions and theories of creativity in World Science. In addition, Russian creativity, based on English works, often involves the use of incorrect translations and basic terms, which do not contribute to the development of clear and understandable terms, both for Scientific Use and for everyday use.

Let's consider the basic approaches that exist in science to the study of creativity.
Simple thinking is a mysterious approach to creative activity, according to which creativity is not dependent on scientific analysis, since it is a spiritual process. This interpretation can be seen in the works of Plato and Aristotle.
Within the framework of the psychometric approach, standardized tools were created that measure creativity as universal creative ability. They are scientists of the American Psychological Association and its president J. Developed by Gilford. The researcher noted that creativity is not the gift of a few selected people, but rather the fact that the whole of humanity has more or less this property, "creative potential is constantly distributed among all mankind, but genius has this quality to a greater extent than others" the theoretical model of creativity created by Gilford and the tests for creative thinking have become[4.58]
The study, conducted within the framework of a socio-personal approach, is devoted to the study of individual Differences, different motivation and socio-cultural environment as an incentive for creativity. Scientists note that creative people have certain personality traits, the set of which provides a high level of creativity development. This includes the independence of judgment, the ability to find aesthetic appealchiliklar difficult, the ability to take risks, self-confidence. So, A. Masloue believes that self-confidence, courage and love for freedom are not only characteristic of creative personalities, but their development increases the chances of realizing their creative potential.[11]
Integrated and systematic approaches should be in science-based approaches. Within the framework of the integrated approach, the integrated theory of creativity is being developed using the achievements of scientific research and various scientific disciplines. One example of an integrated approach is the investment theory of creativity, developed by Sternberg and Lubart. According to the authors, creativity requires six interrelated sources :ualual ability, knowledge, thinking styles, personal characteristics, motivation and environment. The creative process can be carried out in the presence of such abilities as the synthetic ability to see new problems and avoid the usual way of thinking, the analytical ability to assess the value of ideas, the practical ability to convince others of the value of the idea.
According to the systematic approach, four main aspects of the problem were identified: the creative process, the product, the environment in which the creative activity of a person and a person is carried out. These aspects have been developed both comprehensively and separately.

Thus, each of the presented approaches to the study of creativity and creativity made a certain (less) contribution to the solution of these problems, which, of course, contributed to the consistent development of scientific thought. However, today in the field of creativity research, there are still many unresolved issues, among which the content and structure of creativity, the problem of personal quality and its development mexanizm are topical.[14]

As you know, like any other quality (virtue), creativeness does not form at once. Creativeness is formed and developed consistently at certain stages. So, when are the features of creativeness manifested in the activity of the individual?

Usually creativity is often overlooked in students ' activities, however, this situation does not guarantee that students will achieve creative success in the future. Only by them he or she expresses the probability that they will need to master this or that creative skill, skill.

When developing creativity in students, it is necessary to pay attention to the following conditions::

1) to encourage them to ask a lot of questions and support this habit;
2) to encourage the independence of students and promote accountability in them;
3) to create an opportunity for independent activities to be organized by students;
4) to focus on the interest of the students.

The following factors will inhibit the development of creativeness in the persontirishga:

1) avoiding self-reliance;
2) to allow rudeness in thinking and behavior;
3) high evaluation of personality fantasy and imagination;
4) subordination to others;
5) in any case, to think only of achievement.

Creativeness is a high level of sensitivity to problems, which includes creativity, intuition, anticipation of results, fantasy, research and reflection, as long as the personality is manifested as a set of skills related to the qualities of creativity, creativity. Creativeness of a person is manifested in his thinking, communication, feelings, certain types of activities. Creativeness characterizes an individual as a whole or as its specific characteristics. It is also reflected as an important factor in creativeness iqtidor. It remains to say that creativeness determines mental acuity. It turns out that creativeness is a process that is directly related to the individual-psychological characteristics of the individual. And its development is influenced by the process of intellect-intuition-logical thinking. The development of creativity in

educators requires the organization of a decent educational process, depending on the level of knowledge, level of mastering, source of Education, didactic functions of the educators in mastering the content of Education. This implies the need to comply with the following pedagogical conditions:

-decision-making trends in the acquisition of creative activity in educators;

- to formulate the need for knowledge and provide an environment for the manifestation of independence in the educational process;

-creating a favorable opportunity for creative thinking in education recipients, tolerant acceptance of various ideas and ideas expressed by educational recipients and ensuring their activity in the educational process;

-to find confidence in each educator about his ability to think creatively, to regularly stimulate their creative activity;

- individualization of the educational process based on the characteristics, needs and intellectual potential of the educational person;

-formation of skills in individual, small groups and team work in education, expanding their creative capacity, motivating them to adopt non-standard solutions along with ready-made, standard solutions to solve problems;

-selection and implementation of forms and techniques of interactive training, which will allow to practically re-develop and improve cognitive knowledge, which is the basis for the development of creative activity, etc.[16]

The Researcher G.Ibragimova described the stages of the development of creativity in the educational process of interactive learning as follows:

1. Reproductive-risk stage. This stage is characterized by the decision-making in the educational sphere of creative activity, creative activity and a tendency to creativity, the awareness of the essence of innovative technologies in education and the birth, formation of new ideas.

2. Creative-research research stage. It is determined by the formation of research, creative activity, non-standard thinking, independence of knowledge, improvisation, skills of creating innovation in education recipients.

3. Creativeness, innovation stage. The innovation created includes processes related to the application, evaluation, analysis, popularization and wide application of it, as well as the formulation of strategic plans oriented to the future. [5.13]

In order to develop the creativity of a person, it is necessary to consider the personal qualities that make up his essence. We are interested in existing scientific approaches to understanding the essence of the creative personality and determining the

combination of personality traits that must be formed in the process of creativity development.

So, L. B. According to Ermolaeva-Tomina, the structure of the creative person includes the need for creative activity, which is formed in the performance of non-standard tasks. The introduction of personality into innovative processes and the identification of changes that occur in society, life, art, as well as the management of the creative process, the automatic activation of creative skills, the installation of a new search, the rejection of the template. In our opinion, this convincing interpretation should be clarified by replacing the component of creative consciousness with a more relevant component of creative thinking from this point of view. [6.59]

A. Olax emphasizes the importance of psychological sensitivity, independence, flexibility and self-confidence for a creative person other authors distinguish qualities such as purposefulness and perseverance, energy and diligence, the need for movement, patience, self-confidence, courage, independence, openness, etc.[17] Obviously, the number of qualities inherent in a creative person studied by various researchers is very large and is often called dependent traits. Recognizable qualities represent different aspects and levels of personality :ualual, motivational, characteristic, but they are considered equal beyond any hierarchy.[13]

Among the personal characteristics that characterize the creative person ya.A.Ponomarev distinguishes the ability to deviate from the template, to develop a plan of action of originality, initiative, perseverance, high self-organization, tremendous efficiencyadorlik, internal. P. Krutchfield believes that " creativity is provided by qualities such as agility, spontaneity, the way the child perceives, the ability to overcome stereotypes." [7.24]

The effectiveness of the development of personal creativity depends on many factors, among which the most important is the age of the person, the availability of a developing environment and the pedagogical impact directed at various socio-cultural institutions, among which cultural institutions and additional education occupy a special place. In the process of developing an important source of cultural institutions and personal creativity, additional education lies in the fact that communication is not regulated, the free choice of activities and the manifestation of a person's creative abilities, forms of recreation and Recreation, a wide coverage of a diverse audience. Therefore, cultural institutions and additional education should be considered as a space for the successful and effective development of individual creativity in the delicate stages of ontogenesis. [8.78]

In various socio-cultural activities, the solution of the main tasks of education and development of the individual, the pedagogical process established in educational institutions and additional education indirectly affects the consciousness and behavior of the educators, manifests their worldview, beliefs, values in everyday life and in relations with others. At the same time, such an effect has a secondary character, since additional educational institutions do not deepen certain qualities of the educational person, but complement them.[23]

Additional education in the implementation of the capabilities of educational institutions and the creative development function of the individual is manifested in the stimulation of amateur technical and artistic activities, the organization of associations of amateur clubs, amateur creativity communities and other forms of satisfying the spiritual interests and needs of the individual, the opening of individuality, the development of the creative

At the same time, the development of thinking in the assimilation of scientific knowledge is very important, since the neoplasms that arise here are the essence of the changes that occur in the consciousness and personality of children of the next adolescent age. Training sessions serve as a new source of growth of the cognitive forces of the educators. In addition, strong-willed qualities develop, activity, self-control, imagination and emotionality are manifested.[10]

Thus, the psychological and pedagogical characteristics of each age dictate the need to take into account them in the process of developing creativity as a personality trait. Personality formation, in the opinion of many researchers, is carried out not only in the conditions of adaptation to the requirements of the environment, but also in the conditions of constant creative activity of the individual, aimed at both environmental and self-restructuring.[9]

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