

INNOVATIVE APPROACHES IN FORMATION OF CREATIVE THINKING OF STUDENTS

Ibragimova Gulsanam Nematovna

Senior teacher., Tashkent State Pedagogical University, **UZBEKISTAN**

ABSTRACT

The modern education system is directed not only on arms of future specialists by professional knowledge and abilities, but also on formation at them free creative thinking, requirement to continuous self-education, skills of use for this purpose of necessary mechanisms, forms and methods. This article is devoted to one of actual problems in education to a problem of search of innovative approaches in formation of creative thinking of students. The literary review containing disclosure of the concepts "creativity" by different scientists among which Dj. Simpson, J. Djilford, Ilyin E.P, Bogoyavlenskaya D.B., etc. are called is presented in article. In a generalized view creativity discussed as ability to put forward original, non-standard ideas, to apply various strategy in the solution of problems, readiness to develop the arisen ideas. "Creativity" is understood by many researchers as analog "creative abilities". Due to "creative thinking" the term "critical thinking" which is commented in the context of the pedagogical searches which gained distribution in the countries in countries of Western Europe in the eighties of last century is considered. In the subsection "methodology" forms and methods of the organization of the occupations directed on formation at students of professional experience and creative thinking are designated. Among them structural and logical, educational, game methods are called, their short characteristic is given. Special attention thus is paid on independent activity of students, definite purposes and problems of this kind of activity. As the leading tasks are allocated: formation of independent thinking, ability to self-development, self-improvement, self-realization; development of a creative initiative, skills of research; motivation of purposeful work on enrichment of the general and professional knowledge. The author offered also effective, in opinion, organizational forms of education: these are problem lectures (lecture – a press conference, lecture - "provocation", lecture dialogue), practical seminars, business games. All of them influence the motivational sphere of the identity of trainees, development of reflexive abilities and professional consciousness. It is emphasized that the significant role in professional formation of future specialist belongs to the teacher which the creative potential of students is urged not only to support and develop, but also constantly to stimulate and encourage their aspiration to self-education and search. It follows from this that process of formation and development of creative thinking of students demands serious training from outside of both the teacher, and students as it is connected with selection of sources, generalization and systematization of the available knowledge and experience, definition of receptions and methods of realization of projects tasks. In subsection Results are put forward by the author two approaches to a solution of the problem of management of process of formation of creative thinking: - opportunity to operate this process by means of development by cogitative operations; - opportunity to operate creativity by creation of optimum conditions through the corresponding psychological atmosphere. The author drew a conclusion that both approaches in pedagogics and have to coexist in organic unity. It is claimed also that each of a set of definitions of creative thinking ("process of accumulation of associations", "the act of a discretion of the relations", "the act of restructuring of a situation), "behavior of identity") reflects a certain aspect of process, and in student teaching it is necessary to use all variety of definitions. In the conclusion it is noted that, according to vast majority of the interrogated teachers, the problem of development of creative identity of

trainees is modern and significant. Teachers use methods of development of figurative imagination of learners, the solution of paradoxes, and creation of metaphors, advance of the actual hypotheses both other interactive receptions and methods aimed at development of ability of learners logically and creatively to think.

Key words: creative thinking, critical thinking, creative abilities, creation of ideas, original decisions, stereotype, problem, flexibility, strategy, cognitive activity, self-education, skills of research, motivation, professional knowledge, problem lecture, business game, management of creativity, imagination, communication.