

INNOVATIVE APPROACHES IN FORMATION OF CREATIVE THINKING OF STUDENTS

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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.

INTRODUCTION

In the conditions of a modern education system the problem of development of independence of thinking gains special relevance. Independence of thinking, as a form of subjective activity as personal quality of trainees is most brightly found in the conditions of a choice, resolution of conflicts, overcoming of arising difficulties when performing educational activity.

Now practically all developed countries of the world realized need of reforming of the education systems the pupil, the student really became the central figure of educational process that cognitive activity of the student was in the center of attention of teachers of researchers, developers of education programs, tutorials of administrative workers, i.e. knowledge process, instead of teaching as it was still at traditional training.

To be able to study, according to our conclusions it intensively is especially important to study today when there is a change of the concept of education: from training for the rest of life to training through all life. Therefore, the task of educational institutions consists today not so much in information transfer, how many in teaching the person independently and constantly to study, solve vital and professional problems, to have steady viability.

Formation process at students of experience of creative thinking consists in purposeful interaction, working teacher and learners in the adequate specially organized conditions with use of necessary mechanisms, forms and methods of the organization of occupations.

LITERATURE REVIEW

For the first time the concept "creativity" was used by D. Simpson in 1922, designating ability of the person to refuse stereotypic ways of thinking. Today there is a set of definitions of this concept. In the 60th of their XX century was more than 60. There is a set of nuances in definition of this concept.

J. Gilford considered creativity (divergent thinking) as the general creative ability. Creativity is understood by Ilyin E. P. as the general ability to creativity. Creativity (from armor. creatio — creation) — is ability of the person to be generated unusual ideas, to find original solutions, to deviate traditional schemes of thinking. For Bogoyavlenskaya D. B. the concept of creativity, is also analog of the concept "creative abilities", inseparably linked with creativity, the creative activity generating something qualitatively new (either for the creator, or for group or society as a whole).

The item Torrens allocates the following criteria of creativity: fluency — ability to produce a large number of ideas; flexibility — ability to apply various strategies at the solution of problems; originality — ability to produce unusual, non-standard ideas; readiness — ability in details to develop the arisen ideas. Resistance to short circuit — is ability not to follow stereotypes and a long time "to remain open" for various arriving information at the solution of problems. Abstractness of the name — this understanding of an essence of a problem of that is really essential. Process of naming reflects ability to transformation of figurative information in a verbal form.

The critical thinking historically acted as most almost focused and pedagogically significant appendix of the theoretical results received by formal and informal logic. In his works D. Dewey expressed opinion on importance of formation of critical thinking as "in the process its development the learner by experimenting, researches opens for himself new truth" [1, page 45].

In foreign pedagogics 70 — the 80th years of the XX century in practice of school education ideas of development of critical thinking are allocated. The educational cognitive activity organization on its basis starts being developed as the special direction of didactic searches. In the early eighties in the USA and countries of Western Europe development of critical thinking is specially allocated in lists of declared educational tasks. In the social and pedagogical plan its importance contacts idea of a support of democratic society on the balanced critical thinking of citizens and the related ability to make the considered, weighed decisions.

METHODOLOGY

Forms and methods of the organization of occupations are used in a complex and depend on problems of a concrete stage of formation it is possible to allocate the following groups of the methods directed on formation of experience of professional and creative thinking:

On a way of the organization of educational activity:

- a) Structural and logical methods. They are characterized by the stage-by-stage organization of statement of didactic tasks, a choice of ways of their decision, diagnostics and an assessment of the received results (from the simple — to difficult, from the theory — to practice)
- b) Training methods. They represent activity system on working off of certain algorithms of educational and informative actions and ways of the solution of standard tasks during training (tests and practical tasks in which contents at a standard stage it is necessary to add creativity elements).
- c) Game methods. This group of methods is characterized by a game form of interaction of subjects of educational process; educational tasks are included in the content of game (business games, professional fights, discussions).

As the thinking is the most active and difficult informative process mediated by the speech, its development in learners needs to pay special attention. In this regard in psychology and pedagogical branches of knowledge there was a concept "training activization". Activization of educational activity is understood as the purposeful activity of the teacher directed on development and use of such forms, contents, receptions and tutorials which promote increase of interest, independence, creative activity of pupils in assimilation of knowledge, formation of abilities, skills in their practical application, and also formation of abilities to

predict educational and life situations and to make independent decisions. One of the ways of increase of efficiency of a lesson most available and checked by practice, activation of learners at a lesson the relevant organization of independent study is.

Considering forms and the content of independent work being trained, the teacher at the center has to set the purposes of this kind of activity. The organization of independent work of the being trained assumes various purposes, among which:

- systematization and fixing of the gained knowledge and abilities;
- deepening and expansion of theoretical knowledge;
- formation of independent thinking, ability to self-development, self-improvement, self-realization;
- development of creative abilities and activity of students: creative initiative, independence and organization;
- formation of abilities to use the standard, legal, help documentation, special literature;
- development of research skills;
- motivation of regular purposeful work on specialty development;
- formation of the general competences;
- formation of professional competences.

Psychologists allocated a number of the conditions stimulating and promoting development of creative thinking:

- incompleteness or openness situations, unlike rigidly set and strictly controllable;
- creation, development of receptions and strategy, subjects and tools for follow-up activity;
- responsibility and independence stimulation;
- emphasis on independent development, supervision, feelings, generalizations.

It is possible to problem of formation of experience of creative of thinking of students to subordinate all organizational forms of education. Lectures, practical and seminar training, independent work of learners in out-of-class time have to be based by the principle of problematical character.

Problem lecture awakens interest to studied questions in students, stimulates activity and independence in search of additional information, models contradictions of real professional activity; knowledge is acquired by listeners as though independently in the process of permission of a problem. Kinds of problem lecture are: lecture — a press conference, lecture — provocation, lecture — dialogue. Practical and seminar training of problem character can be given:

- in the form of discussions on single questions of a subject,
- "professional fights" that demands studying of an additional material;
- in the form of protection of papers that makes active attention of all students and promotes development of substantiality of thinking;
- as the solution of specific professional situational objectives (scientific problems) during which abilities to formulate and resolve problems develop, to put into practice theoretical knowledge;
- in the form of business games.

Business games are a peculiar active method of training as this preparation includes in a certain form research, training and education. Impact on the motivational sphere of the identity of learners is thus carried out, reflexive abilities develop, the complete professional

consciousness is formed, self-confidence level rises. For successful professional formation of the personality, teachers need to remember that one of leading roles in this process belongs to the creative potential which it is necessary not only to develop, but to encourage and support at students in the process of training in higher educational institution.

All described conditions and methods of development of creative thinking of students are possible only at the corresponding relation of teachers to this problem since process of preparation for creative occupations much more difficult and takes away more time. Therefore it is necessary to realize that those professionals whom we will let out from university today, will define a vector of development of our country in the near future, and that, how effectively and quickly they will resolve arising, still unknown professional issues and problems, depends on quality of the got education and a level of development of their creative thinking.

RESULTS

The concept "thinking ability" was entered into the theory by S. L. Rubenstein who in the works emphasized that "it is impossible to determine intelligence of the person by only one result of its activity, without opening thinking process which brings to it". The scientist warned pedagogical science and practice against approach to thinking as to "skill" because it leads it to functioning in finished form. Proceeding from told it is possible to draw a conclusion that in training there is quite fruitful way — a way of the management of development being trained, a way of development of their thinking.

In pedagogics the question of opportunity or impossibility of management is constantly discussed by creative processes. We will allocate two most optimistically approaches in the solution of this question:

- it is possible to operate creativity through mastering the corresponding receptions of thinking;
- it is possible to operate creativity through creation of optimum conditions of its course, for example, through the corresponding psychological atmosphere stimulating development of the personality.

Our experience confirmed that these two approaches in pedagogics can and have to coexist in organic unity. In the pedagogical theory there is enough of the works devoted to studying of mechanisms of management of thought process in training. Each of them essentially differs a peculiar treatment and originality of scientific approach, a set of ways of strengthening of various links of cerebration.

Analyzing various approaches to treatment of creative thinking, we established that intrinsic characteristics of consciousness and thinking are their cornerstone in general - as process of accumulation of associations, as action, the act of discretion of the relations, as the act of restructuring a situation, as behavior of the personality and so forth. Having analyzed a set of definitions, we came to a conclusion that hardly it is possible to consider any of them exhaustive. Moreover, such definition, probably, also is impossible in principle if to consider complexity of a studied phenomenon. In our case we found it possible to use all variety of definitions.

Research showed that if we set before ourselves the purpose — development of creative thinking, we won't be able to reach it, without having understood a ratio subjective and objective in thinking, empirical and creative, rational and sensual (gnoseological aspect), without having understood it as the motivated and purposeful activity having the personal importance (psychological aspect), without having understood forms and rules of thought process (logical aspect), etc.

Analyzing the content of creative thinking, we came to conclusion that it can be considered as from the point of view of process, and activity. It allowed marking out specifics of creative thinking and mechanisms of its functioning. The analysis also showed that it is necessary to distinguish the concepts "content of thinking" and "content of activity of thinking" (as however, and consciousness).

Basis of development of creative thinking of students is existence in mentality of the person of a number of the properties as the most important of which can be considered: operating by images, features of the emotional and strong-willed sphere, high level of development of cognitive skills, creative imagination, etc. Traditional cornerstone at the heart of which the support for memory is, poorly promotes development of creative thinking and intellectual activity of students, doesn't put problems, doesn't develop tendency to their promotion and the decision the being trained. In this regard in research an attempt to develop models of development of creative thinking of students (psychological, pedagogical, didactic and technological) on the basis of the problem and activity theory of the study made.

In experimental training of students the support on three levels of creative thinking - activation and motivational, information and regulatory was carried out. On these levels "blocks" of means and ways of pedagogical influence laid down. In development of creative thinking of students the logic of construction and expansion of the contents of educational information has essential value. It is expedient to consider all questions of selection and creation of the contents, and also the organization of its assimilation at four levels — theoretical representation, the curriculum, a subject matter and a didactic cycle. To each level of creation of the educational contents in the undertaken research there corresponded training strategy.

Pedagogical supervision and results of stating experiment showed that efficiency of formation and development of creative thinking of students demands deep methodical reorganization of all study which main direction consists in wide use of methods and forms of active character. Thus have to remain both traditional forms and training methods, but with their reorientation to support function.

CONCLUSIONS

On the basis of questioning and interviewing of teachers we drew the following conclusions: 1) 100% of teachers accept a problem of development of creative abilities of the personality as important and significant, consider it vital strategy of the learner necessary in forming; 2) creativity is present at work of teachers, however realize it at the level of a creative component of the professional competence only 58%. ; 3) the teachers inclined to independent creativity, use more various methods of development of creative abilities of learners, possess good potential creative opportunities; 4) creatively working teachers use methods of development of figurative imagination of learners (67%) in work more actively: mental experiment, amplification, solution of paradox, statement of not stereotypic question,

etc.; methods of development of the imagination (48%): creation of a metaphor, association, promotion of fantastic hypotheses, "imagination binomial"; methods of development of "feeling of the word" (82%): reconstruction of the poetic and prosaic text, stylization, creation of comparisons, continuation of a poetic line with rhyme and rhythm observance, etc.; ways of development of figurative, creative imagination, imagination (59%): "free compositions", dramatization of a historical plot, the composition on musical impressions, creation of own interpretation of the musical, graphic text, etc.; 5) for effective development of creative abilities of pupils respondents haven't enough theoretical preparation on the main aspects of the theory of creative process, on single pedagogical and methodical questions; 6) theoretical self-education concerning development of creativity of the personality isn't actual for teachers because of a lack of time and a habit to use ready recipes of creative activity – experience of colleagues. Teachers have an insufficient methodical preparation concerning development of creative abilities of learners; 7) tendency of learner certain type of creativity depends on interests of the teacher to this type of creative activity.

Summing up the results told, it is possible to draw the following conclusions:

1. At lectures and a practical training it is expedient to create (where it is possible) the discussion atmosphere, using for this purpose problem situations. The way to development of creative thinking lies through creation and permission of problem situations. By means of a method of discussions the teacher can create the motivational block of thought activity at students. To it promote both problem situations, and their permission in the process of communication.
2. Including in teaching process besides traditional subject - the object relations subject - the subject relations which major factor is communication, the teacher has an opportunity gradually to turn informative processes in personal (in our case connected with the identity of the teacher). Thus, process of vision of problems by students can become in this case not only intellectual, but also personal.
3. As informative motives and operational components of activity of the adult are interconnected and interdependent, it is necessary to apply the techniques aimed at the development of ability logically to argue and operate with psychological concepts. These techniques carry out and diagnosing function — with their help the teacher can control quality of assimilation by students.

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