

## GROUP CREATIVITY DEVELOPMENT TECHNOLOGY IN THE EDUCATION SYSTEM

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### ABSTRACT

The article describes the technology development group creativity (presented technological steps), the features of the temporary creative team disclosed the conditions conducive to group decision making.

**Keywords:** Creativity, group creativity, pedagogical technology.

### INTRODUCTION

In pedagogy, technology is understood as a system of sequential actions that increases the teacher's chances of obtaining the desired result. It is advisable to build a system of actions (methods), the teacher can consistently instrument the chosen path to achieve the goal. Using methods, he takes certain technological steps, namely, performs system-targeted actions organized on the basis of pedagogical tools.

Material and methods. The search for effective means of organizing joint activities allowed us to develop a technology for the development of group creativity of students, which includes a certain series of steps. A technological step is a professional action that causes the expected dynamics of the pedagogical system in a predetermined range (emotional, behavioral reaction, a certain attitude, etc.). From successive steps a technological chain is built. Each link, step is provided using a separate method, which is built from techniques, positions, forms of interaction and means. The possibility of constructing a technological chain increases the degree of controllability by the logic of development of the pedagogical process.

Results and discussion. We describe the technology for the development of group creativity of students.

*Step 1. Preparing for a group event:*

- motivation, creative mood,
- involvement of participants in a temporary creative group,
- statement of the problem,
- highlighting significant issues for discussion,
- distribution of roles in the group ("generators", "activators" ("Resonators") and "informants"),
- adoption of the rules of the temporary creative group,
- creating a creative atmosphere.

*Step 2. Effective exchange of ideas:*

- active participation and interaction of group members in putting forward ideas, finding ways and solutions to problems,
- creating a bank of ideas, highlighting important information when solving a problem

- stimulation of a state of creative inspiration.

*Step 3. Reflexive analysis:*

- development of proposals of participants in the temporary group,
- stimulation of rethinking and improvement individual and group ideas,
- processing the experience of the participants in the temporary group,
- combination of intuitive and logical solutions in a group a form of transformation of ideas.

*Step 4. Joint solution:*

- selection of truly productive and best ideas,
- stimulation of joint decision making,
- summarizing the group event (personal meaning group interaction, “meaning to me”)

[1].

The psychological and pedagogical conditions for the effective work of a temporary creative group are: high involvement and activity of participants, coordination of group efforts, co-creation environment, creative liberation, prohibition of criticism, psychological protection, the desire to implement joint solutions in practice.

In the pedagogical process it is necessary to take into account the following characteristic features of the temporary creative group: emotional mood for creativity, motivation to solve problems, work at the limit of creative enthusiasm, search for innovative solutions, set to develop original ideas, the ability to collaborate in a group, the ability to exchange knowledge, the prohibition on personal conflicts (disputes) on the distribution of roles in the group and the rules of work in the group, the ability to take reasonable risks.

An analysis of the role structure of a small group as a small association of people connected by direct interaction allows us to determine which role functions and to what extent are realized by the participants in group interaction. In the most general form, when analyzing the interaction process in a group, roles related to solving problems and roles related to providing support to other members of the group are distinguished.

X.Y. Liimets [3] identifies the following signs of group work:

1) students are aware of the collective responsibility for the assignment given by the teacher and receive an appropriate social assessment for its implementation; 2) the organization of the assignment is carried out by all students and individual groups under the guidance of a teacher; 3) there is a division of labor that takes into account the interests and abilities of each student and allows everyone to better express themselves in common activities; 4) there is mutual control and responsibility of everyone to everyone and the group.

N.I. Shevandrin [4] revealing the process of making a group decision, clarifies that in this case we are talking about a group discussion of a problem, as a result of which the group makes a certain decision. Among the variables of the group decision-making process allocated by specialists, the task occupies a very significant place: in many ways, it can be qualified as the source and object of this process.

According to the author, the group decision-making process consists of four phases: 1) establishing facts (group interview); 2) assessment of facts (opinions on established facts); 3) search for solutions (brainstorming); 4) decision making. After setting the problem, the main task is to collect data on the specified problem. This is the first phase, which is mainly factual and objective in nature. During this period, participants in the meeting refrain from evaluating the facts gathered. The second phase is evaluative. Participants have the opportunity to say whatever they think of the data collected. The leader of the meeting at this time registers the

opinions expressed. The third phase is a search for a solution. It can be called “quasibrainstorming,” when a group needs a maximum of imagination to generate a variety of solutions to the problem in question. Decision-making regarding the option of the proposed ones is the content of the fourth phase. At the same time, the group compares these solution options with the diagnosis established during the second phase. She discards some of them, unites others, and then comes to a final decision that satisfies all members of the group.

N.I. Shevandrin identifies factors that determine group effectiveness:

- ability of group members to develop organizational structure;
- the degree of freedom with which a person can function in a group, bearing in mind that the independence of actions of a group member  
due not only to the availability of information received, but also to all kinds of situational moments, the actions of other members of the group and the assessment of the information perceived by the subject;
- saturation or information overload experienced by members of the group in the positions of the communication network;
- the level of development of the group, which in some cases can significantly affect the relationship of the variables in question.

## **CONCLUSIONS**

Using technology for the development of group creativity, the teacher adheres to the following recommendations: eliminate internal obstacles to creative manifestations; pay attention to the work of the subconscious; refrain from evaluations; show students the possibilities of using metaphors and analogies; give students the opportunity for mental warm-up; to maintain the vividness of the imagination, "discipline" the imagination, fantasy; to control and develop susceptibility, increase sensitivity, breadth and saturation of perception; to expand the knowledge fund, to help students discover the meaning, the general orientation of their creative activity; personal inclusion of each in creative activity.

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