

THE RELATIONSHIP OF STUDENTS' CREATIVE ABILITIES WITH THE RESULTS PROJECT ACTIVITIES

Kanglibekov Kuatbay Dauletbaevich
Head of Vocational Education
Republic of Karakalpakstan, UZBEKISTAN

ABSTRACT

This article explores the nature of the research, its essence and creativity, as well as the interconnectedness of students' creative abilities along with project activities, creativity, and research structures.

Keywords: Research, project methodology, creativity, creativity, research activities.

INTRODUCTION

Research is a very interesting and complex process. People who study the unknown receive a set of positive emotions from their own discoveries. The research process is in many ways similar to the creative process.

"The arguments that a person has thought of himself usually convince him more than those that came to the head of others." These words belong to the outstanding French mathematician, mechanic, physicist, literature and philosopher of the XVII century B. Pascal. They, as well as possible, reflect the essence of the research work that I have been doing with students for more than a year. What components of creativity affect study performance? This is the subject of research in this article.

Material and methods. The information society makes new demands on university students. A future specialist should be a creative person, possess information literacy, and quickly solve problems that arise. One of the methods for improving personality is the project method. It necessitates the creation of psychological conditions for the development of the creative personality of each, the formation of a student as an active subject of educational activity. The need for the development of research abilities of students was considered by many famous teachers of the past. The relevance of the research process was repeatedly noted in their works by Y.A. Kamensky, J. - J. Russo, I.G. Pestolotsti, scientists - teachers I.Ya. Lerner, M.A. Danilov, B.P. Yesipova.

The study of human creativity was carried out by scientists in many countries. For example, the psychology of creativity (A.V. Brushlinsky, Ya.A. Ponomarev), humanistic psychology (K. Rogers, A. Maslow) created the provisions on the creativity of students (J. Gilford, E.P. Torrens, E.E. Tunic and others.). A wide variety of theories of the study of creative and research abilities attract diverse definitions. I like T. Lubart's definition: "Creativity is the ability to create a product that has novelty and at the same time matches the context in which it is located." One of the main goals of research work of a university student is to develop a creative personality, and not to obtain a new result (as opposed to research work at a university).

Results and discussion. To organize research work with students in a professional educational organization, a competent scientifically-based approach of the teacher - the leader of this

activity to solve complex problems: educational, methodological, informational, psychological and pedagogical is required. Both the teacher and the student engaged in this activity require a certain level of scientific ability to master the technology of research methodological training and activities.

Based on my many years of experience, I, as the head of research, need to clearly know. First, what gives this activity to the student. Secondly, how the role of the teacher and student in the educational process is changing. Thirdly, what changes in knowledge and skills can be obtained by students as a result of the study and how the student's success in this activity is evaluated. An important link in the management of research activities is a teacher, a club leader or a teacher in the educational process. From a knowledge carrier, he turns into a research organizer, consultant and colleague to solve a problem, search for the necessary knowledge and information from various sources.

Work on research allows you to turn the educational process into creativity. At the same time, based on my experience, I can say that without self-education, without a penchant for research, the ability to diagnose the abilities of students in a certain field, to predict their own activities and the activities of students, it is impossible to engage in quality research management. In addition, it is important to establish business forms of communication with students so that they want to do this work. Research topics are selected in accordance with the personal preferences of each student and should be in the field of their self-determination. It is important to remember that the tasks of the work must be age-appropriate and lie in the zone of students' near development. It is necessary to make sure that students are interested in working on a study that provides an incentive for independent activity and creative activity. Research activities have the same structure:

- formulation of the problem;
- the study of the theory devoted to this issue;
- selection of research methods and practical mastery of them;
- collection of own material, its analysis and generalization;
- own conclusions.

The following types of work of students of different periods of study engaged in research work can be distinguished. Problem-abstracting work. They are written on the basis of several legal sources, involving a comparison of data from different sources and on the basis of this, deriving one's own interpretation of the problem posed. ("Juvenile justice: is it needed in Uzbekistan?", "Do I need to serve in the army to call myself a patriot of my homeland?", "How to change attitudes towards youth programs and broadcasts on television?", "A man of the past, a man of the future?" "

Experimental work. They are more illustrative in nature, suggest an independent interpretation of the particulars of the problem posed in order to study it and express their point of view on certain political and social events, "How can any project be presented?", "Profession for life or life in the profession?", "My multinational university "). Research work. They have their own experimental material, on the basis of which they make analysis and conclusions about the character. ("Everything remains for people (about the life of one of those people who have dedicated their lives to others", "How to make Russian society tolerant?", "What is behind the word "giftedness"? "Ecology is a luxury we cannot afford? ", "Terrorism is a threat to humanity", "The relevance of the problem of the prevention of extremism in the youth environment.)) The types of topics presented are far from an incomplete list of the works that students submit annually to various conferences of all levels.

CONCLUSIONS

Students demonstrate the results of research at public presentations in front of their peers, go with them to class hours in study groups. When assessing success in a study, it must be remembered that the most significant assessment for everyone is social recognition. The main result of the research work is the disclosure of the characteristics of students, their creative potential, active qualitative transformation by the personality of their inner world, leading to a fundamentally new way of life - creative self-realization in a future profession.

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