

THEORETICAL BASES FOR ORGANIZING CREATIVE ACTIVITIES OF STUDENTS

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ABSTRACT

It is given scientific hypotheses about the notion of creativity, the use of different teaching and learning techniques for developing students' creative abilities, and their preparation for independent creative activity, the development of creative mentality in technology classes, and the promotion of conscious choice in this following article.

Keywords: Creativity, creative approach, mentality, heuristic education, divergent product, convergent product, intellect, ability.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the lower stages of human civilization the activities of upbringing and educating the individual are based on very simple requirements, nowadays, the need to set the educational process on the basis of the most rigorous and complex requirements is on the agenda. In particular, the need to train a technician who can work with sophisticated technology, who has a good understanding of the nature of production processes, and who has the ability to effectively deal with emergencies, also requires that the educational process be based on a technological approach.

For that reason, the range of tasks of pedagogical science, which is developing in close connection with social development, is expanding. The objective of this subject is using effectively and efficiently modern science and technology. At the moment, large-scale and high-speed information are entering the social life of the republic. One of the urgent problems facing the education system is the rapid adoption of information, its analysis, processing, theoretical generalization, conclusion and delivery to students. The introduction of pedagogical technologies into the educational process will help to give a positive solution to above-mentioned problems.

These are part of the educational problem, on the other hand, these are on agenda as the most important problem today which is involving engaging students in the learning process, acquiring a holistic knowledge and free thinking.

Teaching students the design and development of products in secondary schools, developing their creative thinking, enhancing their cognitive ability, using repairs in their daily lives, and developing their creative competence are the most essential issues of today. It is important to give an idea of the changes, successes, disadvantages and new ideas being created.

The concept of creativity. Nowadays creativity and creative learning are used in pedagogical theory and practice. The word "creative" comes from the Latin word "creato", which means creativity. In a broader sense, the word "creato" means creative thinking, technical design,

commitment to creativity, responsibility in the learning process, and creativity. Teaching creativity and creativity techniques is called creative pedagogy.

According to the opinion of philosophers, creativity is the essence of the subject at the same time as the subject itself, including the outside world. Creativity does not come without creativity, high creativity - subjectivity, and it is only by the character of the creative person.

In pedagogy, creativity refers to ingenuity, creativity, intellect, sensitivity, and ability to quickly solve problems. It is argued that this ability is multifaceted. Creativity is a potential ability to think, feel and act in all ways.

In our opinion, creativity is an integrative capability that combines all of its interconnected abilities and elements. For instance, creative skills include: imagination, scientific hypothesis, dreaming, unusual thinking, and the development of unique abilities. Creativity is a basic but not unique ability to provide heuristic cognitive activity. As a result of creative and mediated activity in students, there is a process of cognition, combined with creative and cognitive activity. In order for creativity and cognitive processes to be based on a common structure and to be expressed by students as a result of the general education process, organizational and methodological activities must be carried out in accordance with the abilities of the student. Organizational skills include the ability to set goals, achieve goals, plan activities, follow to established standards, self-awareness and others.

The most important thing for the creation of creativity is assertiveness (Latin *assertorius* - affirm, teach). That is, the ability to do whatever type of labor he knows. Assertiveness means to show the personality of the individual.

Thus, heuristic education relies on three integrative abilities in student development. These are related to creativity, cognitive and organizational activities. At this point, heuristic education can mean the complex capabilities of students to engage in product development activities and attempts.

Creative abilities are vary. According to this, creative abilities brings different quantities and content of personality in different students, depending on the content of their research.

American researcher D. Gilford, together with his staff, has separated 16 intellectual abilities that characterize creativity since 1954. These abilities include speed of ideas (velocity (number of ideas that emerge in time), originality (ability to create ideas that are different from common ideas), flexibility of ideas (ability to move from one idea to another), persistence (to feel problems around the world and cognitive function), fiction (separation from reality in response to a logical relationship between stimulus and reaction). Gilford calls these qualities divergent of thinking with a common name.

In the work of Russian psychologists it is given the following signs in the study of creative ability of children: ability to take risks, divergent thinking, flexibility in thoughts and actions, speed of thought, ability to give original ideas, ability to invent something new, rich in imagination, perception of things is characterized by high aesthetic perception.

VSShubinsky offers a system of creative qualities of students which consists of the stages of his creative process:

1. The process of creation a creative situation - the feeling of novelty, the sensitivity to negative thoughts, the criticism, the propensity for creative assumptions, the ability to test the inner struggle, the thirst for information.

2. Heuristic process - foresight, creative imagination, sense of beauty, diligence, ability to find resemblance, originality, enthusiasm, courage.

3. The concluding process is self-criticism, the ability to use various forms of proof, the rationale for creativity, the breadth and depth of knowledge, the ability and experience to innovate in material and spiritual forms.

The qualities of the person which are listed above are the abilities that are manifested in basic and problematic situations.

Methods of developing students' creative skills. One of the most important pedagogical problems of today is the use of various teaching and learning methods to develop students' creative abilities and their ability to independently engage in creative activity. Therefore, the inadequate development and implementation of specific methods, tools and techniques for the creation of creative abilities in students are among the factors that prevent this problem from being solved positively.

The ability to generate unusual ideas, which have been identified as a result of experimental research, deviation from traditional schemes of thinking has been called creativity. Creativity includes some of the individual qualities and mental abilities that enable creativity. One of the components of creativity is the individual's ability to think differently, but not fully. It is essential to differentiate between the creative product and the creative process. The product of creative thinking can be evaluated by two factors - its authenticity and its content. The creative process is the sensitivity to the problem, the ability to synthesize, the sense of similarity and differentiation, the ability to repair missing details. The divergence of thinking (not to follow the outdated path) is the speed of thought (the speed of speech) and so on.

These signs of creativity are common to both science and art. Problems of the creative process are widely used in the psychology of our country. Nowadays, research is being carried out on an integrated indicator that characterizes personal creativity. This index can be defined as some combination of intellectual and substantive evidence (intellectual activity of R. Bogayavlenskaya) or can be discussed as procedural units and individual components of thinking, including creative thinking.

Divergent thinking tests are part of a common system of tests that are aimed at improving a person's creative thinking and are mainly associated with the name Gilford. Gilford distinguishes between divergent and convergent thinking.

1. Divergent product - search and generalization of new information objects. Divergent products require wider horizon. Divergent thinking is important in solving problems with many correct answers.

2. Convergent product is the search for complete answers to specific tasks. Convergent products require an analytical type of thinking and are important in cases where a problem is identified.

Many psychologists believe that creative ability is not synonymous with learning ability and rarely reflects intellectual tests and their performance is an IQ. Creativity tests were used overseas, mainly by J. Gilford and modified by Torrens for children.

Human creation is not a random feature, but a powerful genetic basis for natural development, such as natural respiration, nutrition, and reproduction. Like any other natural trait, it is possible to regulate a person's creative ability, which is to stimulate and cultivate, ignore, or limit. Human creativity is based on such pedagogical systems and doctrines that place a process of adaptation to nature at the corner of the base, which not only determines the essence of education, but also determines its content, technology, control and evaluation system.

The philosophy of the nature of education has long been opposed to the acquisition of knowledge and the importance of knowledge in learning. But it is a dialectical resistance, and it is not only a natural function of man's efforts to create and discover new things, but also a social, cultural, and even divine-human function. In the development of culture, it has to be its creators. Thus, man's creative ability reflects his nature, his culture. The image of a creative person is the point where his guiding star is focused on learning. In creating, man is given the opportunity to perform his mission in this world.

According to LM Friedman, the possibilities of the individual are divided into 4 parts: 1) knowledge; 2) skills and qualifications; 3) sensitivity and heuristic process; 4) ability.

In his view, reproductive activity is based on the acquired knowledge, skills and abilities, using heuristic processes and sensitivity. At the same time, the author refers to productive activity that is not understood as sensitivity and heuristic methods.

There are different perspectives on ability: Different activities, desires, and occupations of individuals are grouped into similar classes, with each class being defined according to its internal characteristics. For example, if we digest food, then we can see that we have the ability to "digest" accordingly, and if we think, we have the ability to think.

By exploring creativity, scientists engage in creative activity
They called it aptitude - creativity.

The first element of the theory of education is the image of the reader. The education system is a key proof of the student's development. In order to create a theory of heuristic learning, it is necessary to define the ideal student image in the form of abilities that form the basis of the heuristic component.

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