# STUDENTS CREATIVE ACTIVITY ON SOME VIEWS ON THE ORGANIZATION

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## ABSTRACT

This article presents and analyzes the views of some Uzbek, Russian and American researchers on the development of students' creative abilities.

**Keywords:** In the state of some methodical recommendations of researchers from Uzbekistan, Russia and the United States on the organization of creative work students.

## INTRODUCTION

The results of the study of pedagogical literature, including dissertations, show that many studies have been conducted on the development of creative abilities of students, which reveal different forms and methods of organizing the creative activity of students. Research has shown that there are great opportunities for nurturing an individual through creative activity. According to the literature on psychology, activity in general refers to the internal (mental) and external (physical) activity of a person, which is guided by a perceived goal [6]. The content of human activity is determined not by the needs that create that activity, but by the motives of the activity. Achieving a goal requires activity, and activity is related to the will. Therefore, activity is a condition of an active relationship to the event, in which a real connection is established between the living person and the universe. Activities are divided into types of play activities, educational activities and labor activities. Game activity consists of motor and mental games. Educational activity is a specific activity aimed at the study of the subject, which ends with the acquisition of knowledge, skills and abilities. Labor activity is a type of activity aimed at the production of a certain socially useful material or spiritual product.

**Creative activity** or **creative activity** and is a concept in a much broader sense. This activity is characterized by a creative direction of labor (study of the organization of labor, its content, methods). A creative activity solution requires posing previously unknown issues or forming ideas. Problem-solving creative activity has the appearance of finding, comparing, and selecting solutions to a problem [6].

It is known that invention, rationalization proposal is an important form of creative activity, creativity. An invention is an innovation that has a radically different technical solution that is useful for the national economy or the defense of the country.

**The rationalization proposal** is a high-efficiency innovation (aimed at saving materials, time, labor, or improving product quality) associated with the introduction of previously known inventions into the activities of a particular enterprise, institution [7]. Probably for this reason, the issue of creativity has long been in the spotlight of researchers. At different times, researchers in different fields, for example, educators, psychologists, physiologists, sociologists, etc., have studied different aspects of the creative process, and the specific laws of this field. opened. For example, according to Russian scientists IP Pavlov and IM Sechenov,

creativity has a physiological and psychological basis and forms a complex psychological process. According to physiologists, the creative idea is a new system of human brain-nervous activity. According to IP Pavlov, the cerebral nervous system is not only a receiver of external events and various things, but also has the ability to analyze them synthetically and synthetically [5]. As a result, it is possible to distinguish the difference between different events, objects, their individual aspects, peculiarities, aspects of conditional connection. This, in turn, helps a person to perceive new similarities in objects and events, to form different new views on them on the basis of previously known concepts. The emergence of such views serves as a basis for creative activity associated with the design and manufacture of various objects and other objects. In general, creative activity or creativity is an extremely broad concept, it is a scientific, artistic, technical, practical creativity. These areas of creative activity have their own characteristics, while having a common basis. In particular, technical creativity has its own characteristics. For example, the famous psychologist S.L. Rubinstein, analyzing the activities of inventors, said: “What distinguishes inventors from other mental activities is that they create a specific object, mechanism or method that solves a particular problem. The uniqueness of the inventor's creative work is determined by the fact that he introduces some innovation into the process of events and phenomena "[8]. In the process of creativity, which is inherent in the human nervous system, features that allow you to generalize existing temporary data and create new ones are clearly visible. According to research conducted by psychologists V.S.Vasileysky, G.V.Kiriya, A.N.Luk, E.A.Mileryan, B.M.Teplov, P.M.Yakobson, the creative process takes place on the basis of certain laws . In particular, P.M. Jacobson, studying the activities of inventors, stated that "any unexpected internal deviations occur on the basis of certain laws" [9]. According to Academician B. Kedrov, creativity is the overcoming of psychological barriers in the human mind in the process of cognition [1].

Thus, creative activity is an extremely complex psychological process, characterized by a number of internal and external, objective and subjective factors, characteristics. These include the development of mental activity, intuition, and imagination at different stages of the creative process. It is no secret that a person's success in any field, including creative activity, depends primarily on the existing abilities in him. Because ability is a unique personal psychological trait that allows a person to do certain things faster and more easily than others and other things. It is known from the sciences of pedagogy and psychology that ability is innate in a person. These skills are then formed and developed through an activity. Creative ability, the level of this ability, its development depends on the individual mental state, initiative, independence of each person. Some researchers argue that creativity allows for the rapid assimilation of ethical and ideological views. So, it is clear from the above that the organization of students' creative work, creative activity is a complex process, and this process has its own pedagogical and psychological aspects. In particular, the psychological aspect is the emergence and development of certain creative abilities in a person (for example, to change an idea, to apply it in another field; to see and evaluate a problem; to understand the structure of an object; to create new approaches bypassing certain things; to see the standard situation anew; finding new connections in events, etc.), the pedagogical aspect is to engage in a specific creative activity, to develop the content of this activity, methods and conditions of its organization, to study the impact of this activity on the person. As mentioned above, the concept of creativity is broad, and creativity refers to the activity of man to change the natural and spiritual world based on needs. So, creativity is the activity of man in the field of innovation, the creation of things that did not exist before, the discovery of laws, their qualitative renewal. We understand the creative activity of students to express their activity related to the creation and application of innovation or its elements [2].

The need for creativity, from a psychophysiological point of view, takes place at several stages in its development. The first of these is inclination, which is the simplest form of need and is consciously controlled by man. The second, a higher stage of development, is also consciously controlled by man, which represents a set of attitudes of a person towards a particular object or event.The third, most complex stage, is interest and desire occurs on the basis of existing concepts. Interest is formed under the influence of external influences in life, personal activity and the educational process. These conditions have a significant impact on the psychological factors - attention, perception, perception, memory, thinking, intuition and willpower, and play a particularly important role in the formation of personality. According to the results of research of a number of scientists, in the implementation of the period from the development of inventive ideas to their formalization, the importance of the processes in it, it has been found that the thought process takes place at different times depending on the complexity and importance. The greatest difficulties here are related to the transition from abstract, abstract models to be created, and to the conduct of theoretical experiments, which are clear, actually existing objects and indicators.

These guidelines can be applied directly to student activities. Students will be able to design, construct, model products in the process of processing materials in technology classes does In such situations, students are required to think independently, work independently, be creative. Students should be able to think independently about the role of their creations in everyday life, their importance, the purpose of their creation, and the issues of their improvement. This is the case when students develop independent thinking, creative approach to work, creative skills and abilities to demonstrate their abilities as much as possible, and the problems encountered in creative work in later grades can be easily eliminated. Students will be able to create independently using the knowledge, skills, and competencies acquired in grades 5-7 in technology classes in designing, constructing, and modeling complex objects in the upper grades. This means that production is a basic requirement in a market economy.

If we study the literature, dissertations on this issue, we can see that the development of creative abilities in students in the educational process has been studied as one of the most important pedagogical problems for almost a century. Especially American in the 1950s and 60s this issue has been extensively studied by scholars. In particular, some theories on the development of creative abilities in students were developed by D.J. Guilford, M. Vollach, R. Kogan, P. Torrens and others. As a result of research on students' creative abilities, American researchers in the 1960s came to the following conclusion: *creative abilities are not the same as learning abilities, i.e. they are not synonymous. At the same time, the ability to learn and creativity is not the same as the relationship between a person's overall mental potential.* It is for this reason that Gilford views creativity as a universal ability and calls it creative. Gilford divides the process of human creative thinking into two types allocates:

1. *Convergent thinking. (In this type of activity),* a unique solution is found through a consistent, logical study of the nature of the problem.
2. *Divergent thinking. (This is a matter of type of activity)* several alternative solutions, surprises, solutions based on intuition [12].

According to Gilford, creativity is a characteristic not only of talented, great individuals, but of every person in a simple, normal state. G.Ya.Bush, D.B.Bogoyaavlenskaya, L.A.Volovich, M.G.Davletshin, F.Djumaboeva, T.V.Kudryavtsev, A.N.Luk, Z.T.Nishonova in their scientific researches such as researchers have also confirmed. According to the well-known Uzbek psychologist EG Goziev, the independence of thinking is of great importance in creative work.

“Independence of thought means, - Professor EG Goziev says that a person is able to set a specific goal on his own initiative, that is, to make hypotheses of a practical and scientific nature, to imagine the result, to do the task without anyone's help or guidance, it is necessary to understand the mental ability to find different ways, methods and means to solve independently due to one's own mental research ”[11]. According to the well-known psychologist TV Kudryavtsev, technical thinking is the basis of technical creativity. He believes that technical thinking consists of the ability to comprehend or comprehend the essence of a problem, to imagine it, and to put it into practice [3]. So, based on the above considerations, it can be said that the outcome of creative activity depends on the scope of thinking in children and adults. The wider the range of thinking, the more independent, the higher the level of creative activity.

Another American researcher, Paul Torrens, sees creativity as a means of overcoming shortcomings and shows the following stages of creativity: understanding the problem; search for a solution to the problem; create and express an idea aimed at finding a solution to a problem; adaptation of the idea; find the result [16].

Continuing these ideas creatively, a group of American researchers have recently been studying the development of students' creative abilities. In particular, M.A. Morrell, a researcher at Colorado State University, thinks about the formation of creative skills in young people, based on Jean Peadget's theory of "Cognitive Development" that "students' creative skills depend on their cognitive development" [15]. That is, according to Peadjet's Cognitive Development Theory, children begin to acquire knowledge through understanding their own personal experiences. As a child grows, his knowledge and skills gained from his own experiences and his ability to comprehend change and develop. Each child grows as a result of an interactive exchange of cognitive abilities with their own experiences. J.Peadjet divided this process into 4 stages, taking into account the age of the children:
**Step 1.** This stage is called the sensorimotor phase. In this process, the child learns information by touching objects during the formation process from birth to 2 years of age.
**Step 2.** This phase is called the preoperative phase, in which case symbolic information, symbols or in the period from 2 to 7 years of age in the child the ability to work with similar gestures is formed.
**Step 3.** This stage is a definite operational stage, in which the child develops logical thinking on specific data between the ages of 7 and 11 years.
**Step 4.** And from the age of 11, that is, adolescents begin to work not only on concrete data, but also on imaginary or abstract data [15].

The differences between the stages can vary depending on the age of the children, their thinking and ability to acquire knowledge. Children can only benefit from information that they can understand and solve. This information serves as a leading tool or resource in increasing and learning their knowledge.

Another researcher, Lisa Mayer (Polytechnic University of Virginia, USA), wrote in her dissertation for a PhD that students should take practical assignments from real-life problems [13].

Therefore, solving practical tasks encountered in daily life is one of the most important tools for students to achieve positive results. Textbooks in educational institutions, on the other hand, provide tasks based on complex and clear rules. These tasks are not like the problems we face in daily life. This situation can confuse, bore, or distract students.

Also from Russian researchers GS Altshuller, P.N.Andrianov, A.V.Andrienko, Yu.G.Belmach, O.A.Belyakina, R.U.Bogdanova, D.B.Bogoyavlenskaya, G.Ya. Bush, V.A.Gorskiy, D.P.Elnikov, V.I.Kovalenko, V.V.Kulenyonok, D.M.Komskiy, V.G.Razumovskiy, N.S.Sayniev, Yu.S.Stolyarov, I.A.Toropov, E.E.Tunik, O.V.Shelyakina; Uzbek researchers B.Adizov, V.E.Alekseev, A.Aliev, N.Alimov, N.A.Bekmuratova, A.P.Khudoyberganov, Sh.S.Sharipov and others organized creative work, especially creative activity of students. different aspects of Of these, especially Sh.S.Sharipov His doctoral dissertation on "Theory and practice of ensuring the continuity of professional creativity of students" aroused great interest in us [10]. In this research work, the dissertation puts forward the idea that the teaching of creativity to students should begin at school and continue their activities in post-school educational institutions - KHK. That is, it emphasizes the need for students to continue their creative work continuously. For this purpose, the dissertation provides the necessary instructions and recommendations.

It is known that the end result of any creative activity ends with the discovery of something new, an invention. According to its content, this innovation can be objective (news for everyone), subjective (news only for itself), private (used only by itself or individually) and general or social (used by the whole society or the majority) [7]. If the creative activity of adults is often completed by the discovery of innovations in an objective and social form, the results of such creative activity in students are often subjective and ends with the creation of private-looking news. It should be noted that in some cases, the creative activity of students may also be associated with the creation of objective innovations. Accordingly, the creative ability of children, ie students, can be conditionally divided into three different levels:

**Level 1 -** lower level. In this case, the news found by students is mostly subjective. That is, students rediscover previously known innovations. As a result, this news will be news only for this reader. However, this process is not easy either. Because in this process, too, the student experiences a strong psychological state - the process of understanding, comprehending, imagining the essence of the problem, the search for a solution to the problem, the comparison of individual solutions. Therefore, even if the result is known in advance, reaching this very conclusion in itself serves as a ground task for the student to move on to objective creative activity in the future.
**Level 2 -** Intermediate. In this case, the news found by students is both subjective and objective. In other words, we can observe that the students who have reached this level have a good mastery of the methods of creating innovations, have gained some experience in the field of innovation. If students who have reached this level are given good attention in the future, if their creative abilities are further developed - they will be able to overcome some difficulties and reach the third, that is, the highest level.
**Level 3** – *high level.* Here are the news found by the students mainly in objective view. However, reaching this level is not easy. To do this, first of all, the student must have aspirations and interests, and the teacher must be able to notice this in a timely manner and take measures to develop the creative abilities of the student.

It is known that in grades V-VII in the curriculum of technology science students learn how to work and various practical trainings and production of materials are provided for them to develop labor skills. It is known that in these classes, during the new adolescence, students of the same age will have different comprehension, thinking, and performance skills according to their mental and physical development characteristics. This should be taken into account, especially when carrying out practical work. Therefore, in the organization of practical, creative work of students in the lessons of technology, the structure of the products made by

them, the methods of assembling their parts, Depending on the type and number of materials, tools and methods of work used in their manufacture, it is appropriate to divide them into the following 5 categories or levels:

**1. The simplest items with one detail.** These can include items such as an indicator stick, a gasket, a ruler, and a zipper.

**2. Multi-detail simple composite items made of one or two different materials.** These include items such as a shovel, a box, a mattress, a mop, a nutromer, and a caliper.

**3. Multi-detail, complex composite items made of one or more different materials.** Examples include items such as picture frames, frames, doors, gates, chairs, chests, sandals.

**4. Simple mechanical items.** Examples of such handles are hand clamps, screw clamps, handles.

**5. Moving objects and radio devices.** This category includes radio-controlled vehicles, tractors, ships, airplanes, rocket models, various toys, robots, radio signal transmitters, receivers, audio and video recording and reproduction and display devices, etc., powered by mechanical or electrical devices. can be added [2].

## CONCLUSION

The classification of products by students on the basis of such a simple to complex feature allows them to organize practical, creative classes in five different areas in accordance with the changes in the process of mental and physical development during adolescence. This is a great help for students to work independently and creatively at the level of their abilities, without getting bored and tired.

Analyzing the above information, the famous educator and enlightened ancestor A. Fitrat, who lived in the 19th century, said that "knowledge should be appropriate to the age and level of knowledge of the child, the child should consciously acquire knowledge, knowledge should bring material and spiritual benefits to the child." we can see that it is in sync with the fertilizer [4]. From this it can be concluded that teaching and educating children, especially in the spirit of creativity, is a universal task, which does not choose a place, nation, race or gender. It applies to every person, to every child.

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