

PEDAGOGICAL FUNDAMENTALS OF MASS MEDIA IN GUIDING STUDENTS TO CREATIVITY

Jum'azoda Malika Bakhtiyorovna
Samarkand State University
Independent researcher of "Pedagogy" department

ABSTRACT

This article fully explains the role and importance of the mass media in directing students to creativity. In addition to the current role of mass media in education and upbringing, also pays attention to the negative consequences as Internet pandemic.

Keywords: Creativity, creator, activity, information, invention, iven, student, aspiration, adaptation, skill, impression, positive, negative, material and spiritual.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Today in the scientific and methodological literature we come across with such terms as "creativity". It is no coincidence that these terms appear in the literature. The word "oeuvre" has a lexical meaning similar to the words "create", "discover something new".

Creativity comes in many forms. Curiosity, inspiration, aspiration, etc., involve the process of creativity from the highest appearance in the human mind to its manifestation. An individual's need for activity is an aspiration that is not a new goal in the activity.

Creativity is a process of human activity that creates qualitatively new, material and spiritual wealth. Creativity is the ability of a person to work. Labor can be a creation that creates a new reality that satisfies different social needs based on knowledge of the objective universe laws. Types of creativity are determined by creative activity: inventor, organizer, scientific and artistic work, and so on. Opportunities for creative activity depend on social relationships. Today's educational reforms, which have been carried out since independence, depend on the training of highly qualified personnel who take a creative approach to their work and contribute to the rapid development of science, technology, art and industry. Accordingly, it is important and necessary to educate every student in the spirit of creativity, based on the society development requirements.

Psychologist N.D. Levitov proved that creative activity is based on the following criteria¹:

- thinking independence;
- an assimilation, speed and robustness of educational material;
- the speed of mental ingenuity in solving non-standard tasks;
- be able to distinguish the important from the insignificant by going deep into the essence of the events under study.

The conditions for the creative activity formation of students in higher education are, first of all, the process of emergence, implementation and development of these conditions.

They are following:

¹Levitov N.D. Theme. An object. Cognition.- M.: Knowledge, 1999. - 23p.

1. The knowledge, skills and competencies that students need to acquire in shaping their creative activities.
2. The relationship of theoretical knowledge and practice in the creative activity formation.
3. Creative activities to create heuristic problem situations.
4. Technological approach to the students' creative activity formation.

These conditions are fulfilled as follows:

The following requirements are set for the knowledge, skills and abilities that students must acquire in the creative activity formation.

- to what extent have mastered the program materials;
- master the basic concepts and rules of the subject;
- be able to independently perform tasks on the chosen topic;
- understand the main problems of the studied topics;
- be able to use teaching aids and equipment, information technology in the tasks performance;
- be able to demonstrate and develop their abilities;
- be able to set goals for the topic, make plans and evaluate the results;
- be able to prove their point of view in the topics study;
- be able to recommend own version, etc.

These requirements allow the teacher to know the students' interests, their learning activities, individual preferences, and help to determine the learning process structure in this regard.

Based on the above requirements, the priorities for the appropriate organization of problem-based education will be identified.

In the last quarter of the XX century and the beginning of the XXI century, we are witnessing that as a period of rapid, large-scale information systems, telecommunication technologies and the Internet development, it is important to penetrate into almost all spheres and aspects of life and human activity, the information space globalization is recognized as a factor that actively influences and demonstrates the development of the whole world.

Information (Latin "information" - to explain) is one of the basic concepts of modern science and politics; information first transmitted orally, then in writing, or in other forms; from the middle of the XX century, interpersonal, human-to-human, machine-to-machine information, and signal exchange in animals and plants, the transmission of certain signals from cell to cell, and so on, began to be understood. Also, in recent years, it has become a tradition to actively use information resources as a platform for interstate conflicts and geopolitical goals. This, in turn, is typical for developed countries with modern powerful information technologies, which has significant benefit in this area.

In general, it is necessary to understand from the mass media how national values, religious views are entering social life. It is expedient to prevent information attacks in all areas, to create an environment to prevent various types of information damage. When working with those who are currently studying in educational institutions, but, unfortunately, do not have an independent opinion, it is necessary to pay attention to the following: first, because behavioral errors are primarily the result of thinking errors, it is important to change the pattern of negative thinking in students. Second, educators need to change their teaching methods in order to influence their thinking.

That is, a teacher who previously communicated with a student in high tones, in a directive tone, in a "big role", can now, if necessary, switch to an "equal", democratic tone, step-by-step analysis of behavior together. Third is the training to take on the attitude of success and achievement while undergoing emotional states. Finally, it is necessary to create a situation in which the student acquires a positive experience, that is, to do good work for himself, his family or classmates, school, to receive praise, that is, to expand the practice of involving them in public affairs, it is necessary to increase the interest in this work. This means that in the education and upbringing process, every educator must create conditions for young people to think independently, otherwise his mind will learn so much ready-made templates, stereotypes that they will eventually follow any heresy or alien ideas. That is, opening up a wide range of non-traditional ways of organizing lessons, interacting with students in the classroom, helps them to work their brains better, be interested, and think independently.

It is worthwhile to study the press potential in this area in the educational process of higher education with the help of mass media. Because today, if we take into account all the above-mentioned possibilities, we can regularly absorb the spirit of the time (period) in which we live, into our spiritual work. The analysis of students' spiritual and moral qualities formation through the mass media in the educational process, while emphasizing the leading role of academic group leaders and science teachers in this area, allowed to reveals the shortcomings in their work.: - have limited and often ambiguous ideas about the purpose, content, tasks, form, means, methods of students' spiritual formation in the classroom and extracurricular activities;- lack of sufficient knowledge and skills in the spiritual image of the modern student, his mature spiritual qualities, the spiritually combination oriented educational elements in the educational material for the effective development of the student's personality. - lack of training in the technology of using conversations and debates according to traditions, rules, morals, khadis, etc., which have been tested over the centuries in the spiritual formation of students' personalities. - all our compatriots, who unjustifiably limited the heritage of their ancestors, one-sided propaganda of morality among students during the educational and spiritual hours, the creative work of our people during the years of independence, the heroes of our time, meetings with all our compatriots who work "for our people, for our country" is unreasonably neglect of roundtables;- inability to perform tasks related to the recognition of peoples' development and progress level in the world, the positive aspects development in their way of life, the tolerance education in students of the academic group;- students who do not know their native language, unique rich culture, indifference to the dress code, values, life way of Uzbek people, they know other languages, closeness to the nation spirit, aspiration to the spirit and culture of this nation that it has a very shallow idea of how to work with them individually, given the growing alienation from the psyche of the nation to which they belong.

This effective means of artistic and musical influence on the students' emotions, consciousness, feelings and activity, their manners, undoubtedly further develops the spiritual need formed in them. Therefore, the academic group curators, officials in charge of spirituality and enlightenment, the TV programs organization, the economic, during the years of independence of our country, which are shown on the screen through words, color images, pleasant sounds of music, test assignments were developed for each section in order to increase the students' comprehension effectiveness, understanding and mastery of rich materials reflecting their achievements in social, political, spiritual, military and other fields. In other words, each of the programs presented for the celebration of our independence is based on the students' perception of the achievements in the economic, political and spiritual life of our country. For this purpose, a conversation program "Our greatest and dearest holiday" developed by Professor of SamSU

N.Shodiev was used. We will now cover the operation sequence of the conversation program. The program "Our greatest and dearest holiday" is extracted from computer memory.

Creativity is the high activity of human self-expression, the ability to create innovation, the uniqueness of any form of human activity, one of the most innovative technologies in teaching students to be creative is G.S. Altshuller's Inventive Problem Solving Theory (IVEN).

The main ideas of IVEN are:

- catalyst in finding creative solutions to theoretical problems;
- knowledge is a tool in the process of creative work, that is, everyone can discover;
- creativity can be studied like any other activity.

Developing creative imagination (DCI) is central to IVEN theory. IVEN is based on problem-based research methods that are developmental learning technologies. Specific principles of the inventive problems solving theory include:

- teaching and developmental education, which develops the idea itself;
- active approach to teaching;
- orientation to the formation of theoretical conclusions;
- two-way communication between teacher and listener;
- problematic issues application , problematic situations in the educational process.

There are some differences between traditional education and IVEN, which are reflected in the following table:

Traditional education	IVEN education
1. The focus is on developing theoretical thinking	1. The focus is on creativity, non-standard thinking
2. There are no creative product acquisition techniques	2. A methodology for obtaining a creative product has been developed
3. Problem-solving algorithms have not been developed (using teacher control errors and trial methods).	3. There is an algorithm for solving problems. Listeners are able to independently come up with a solution to a problematic task.
4. There are no criteria for evaluating the proposed solution, the teacher is the "carrier" of the correct answer.	4. There are objective criteria for evaluating the outcome and the solution.
5. Theoretically and technologically developed, has curricula, textbooks, teaching aids.	5. Individual methods of obtaining creative products have been developed, authoring programs, algorithms for creative tasks have been developed.

Although IVEN was originally designed for use in engineering, it has since been used in other fields, including pedagogy since 1989. Many years of research by leading representatives of IVEN pedagogy V.G. Berezina, M.S. Ganfitulin, A.A. Gin, B.L. Zlotin, A.V. Zusman, A.F. Kaftrev, T.A. Sidorchuk, V.I. Timokhov show that the use of IVEN in the educational process in preschool education and should start at the elementary education stage. The IVEN approach to data analysis is carried out using a number of models that implement a systematic and dialectical 730 approach to the study object, focusing on the independent creative activity of the audience, education recipients are focused on getting an effective, fresh result. IVEN is a research process that requires double processing of data, based on the reclassification of well-known and widespread data and a new approach to it, which creates innovation and achieves positive results. The algorithm for solving problem situations on the basis of IVEN is implemented in the following order: problem statement, problem data collection, Processing the database, defining the solution model, collecting additional data and reflecting them in the selected solution model, identifying the discrepancy between the new data and the solution model, finding the conflict solution, creating a new solution model, gather additional

information about the new model. The use of pedagogical principles based on the inventive problems solving theory in school develops students' independent thinking, teaches them to think systematically, to find contradictions and seek solutions, to find solutions independently. On this basis, students acquire deep and wide practical knowledge, and most importantly, the student's thinking way is formed, they do not acquire ready-made knowledge, but seek them independently, see the problems in their work, solve problems correctly, will have the skills to put and solve them.

REFERENCES

1. Adizov B.R. Theoretical bases of creative organization of primary education.- Tashkent: Science, 1997.-182-p.
2. Azizkhodjayeva N.N. Pedagogical technology and pedagogical excellence.-T. Science and Information Technology, 2006. -167 p.
3. Bikvayeva N.I., Y.E.Yangabayeva Mathematics 3rd grade T., 2004, pp. 12-13.
4. Davletshin M.G. Psychology of the modern school student. T., Uzbekistan 30 p.
5. Dick N. F. Educability. Phoenix, 2005. p 320.
6. Karimova V.M. Sunnatova R. etc. Independent thinking. Textbook for academic lyceums and professional colleges.- T .: Sharq, 2000- 112 p.
7. Karimova V, Nishonova Z. The connection between independent creative thinking and emotional, volitional and intellectual qualities of the person // J. Public education, 2001. № 3-6, 64-69- p.