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FORMATION OF PEDAGOGICAL CREATIVITY OF STUDENTS

ФОРМИРОВАНИЕ ПЕДАГОГИЧЕСКОЙ КРЕАТИВНОСТИ СТУДЕНТОВ

ТАЛАБАЛАРДА ПЕДАГОГИК КРЕАТИВЛИК СИФАТЛАРИНИ ШАКЛЛАНТИРИШ

Annotation: The increasing need of society for people who can creatively approach any changes, unconventional and qualitative solutions to existing problems is due to the accelerated pace of development of society and as a result the need to prepare people for life in rapidly changing conditions.

One of the main conditions for success in creating innovative products and services is creativity, or creative thinking. Without a powerful significant and permanent inflow of new ideas, education would simply cease to exist.

Key words: creativity, creative thinking, creative youth, creative activity.

Аннотация: Возрастающая потребность общества в людях, способных творчески подходить к любым изменениям, нетрадиционно и качественно решать существующие проблемы, обусловлена ускорением темпов развития общества и, как следствие, необходимостью подготовки людей к жизни в быстро меняющихся условиях.

Одним из главных условий успеха в создании инновационных продуктов и услуг является креативность, или творческое мышление. Без мощного значительного и перманентного притока новых идей образование просто прекратили бы свое существование.

Ключевые слова: креативность, креативное мышление, креативная молодежь, творческая деятельность.

Annotatsiya. Zamonaviy davlatning rivojlanish holati, birinchi navbatda, jamiyatning intellektual salohiyatiga, jumladan, pedagogning kreativlik sifatlariga ega bo'lishi taqozo etiladi. Jamiyatda ta'lim mazmuni va sifati masalalari ustuvor hisoblanadi.

Ushbu maqolada talablarda kreativlik sifatlarini rivojlantirishning samarali yo'llari, kreativlik sifatlariga ega bo'lishlari uchun o'quv va tarbiya jarayonida yangi g'oyalarni yaratish haqidagi fikrlar yoritib berilgan. Pedagogning kreativlik sifatlariga ega bo'lish uning shaxsiy qobiliyatlari, tabiiy va ijtimoiy quvvatini, kasbiy faoliyatni sifatli, samarali tashkil etishga yo'naltiradi.

Kalit so'zlar: kreativlik, kreativ fikrlash, ijodkor yoshlar, ijodiy faoliyat.

INTRODUCTION

The peculiarity of modern education is its focus on the development of the learner's personality, on achieving educational results that will help to develop effective life strategies, make the right decisions in various spheres of human activity, communication and social relations. There is a way to achieve such results - the formation of functional literacy. One of the directions of functional literacy is the development of creative thinking. Creative thinking is a component of functional intelligence, which is understood as a person's ability to use his or her imagination to develop and improve ideas, form new knowledge, and solve problems that he or she has not encountered before. Thinking creatively means to participate productively in proposing, evaluating and improving ideas that lead to original and effective solutions.

MAIN PART

In modern conditions of life, creative personality becomes more demanded by the society. Huge changes in various industries and the rapid leap of technological progress in our country in a short period imperatively require from the young generation qualities that allow creative and productive approach to any of its manifestations. Creativity gives young people a truly broad range of opportunities.

It is especially valuable for that category of young people who are not afraid to take responsibility and make revolutionary changes in the lives of those around them. Creative thinking is the ability to find non-standard approaches and solutions to complex situations. A person with developed creative thinking is able to move away from patterns and knows that a problem can have more than one solution. Creative thinking does not contrast intelligence and imagination, logic and

creativity, but combines both. Characteristics of this kind of thinking include the following points: the ability to identify a problem; the ability to generate many different ideas for solving it; the ability to see non-standard solutions; the ability to deepen the idea by adding details; the ability to analyze and select the optimal ideas. Analysis of works such as T. A. Barysheva "Psychological and pedagogical foundations of creativity development" [1], N. M. Gnatko "The problem of creativity and the phenomenon of imitation" [2], allows us to assert that creativity is an important factor of professional self-development of the future teacher.

Creativity is one of the bright individual qualities of personality, a trait that determines flexible and constructive perception, thinking and behavior of a person. Thus, J. Guilford [3] defines creativity as a universal ability that contributes to successful creative thinking, and E. Torrance [4] under creativity understands the ability to acute perception of problems related to the lack of knowledge. In psychology, creativity is considered as a general ability to oeuvre (V.G. Druzhinin), a certain special quality of a person, which predetermines the ability to display socially significant creative activity [5]. In science, creativity helps to solve scientific problems in a non-standard way, to introduce innovative ideas and approaches. Creativity is a level of oeuvre talent, the ability to oeuvre, which is a relatively stable characteristic of a person. Initially, creativity was considered as a function of intelligence, and the level of intelligence development was identified with the level of creativity. Subsequently, it was found that the level of intelligence correlates up to a certain limit, and too high intelligence obstructs creativity. Currently, creativity is considered as an irreducible to intelligence function of an entire personality, dependent on a whole complex of its psychological characteristics. Creativity is an individual's creative abilities - the ability to generate unusual ideas, to deviate from traditional patterns of thinking and promptly solving problem situations. Creativity is characterized by readiness to produce fundamentally new ideas and is included in the structure of talent as an independent factor. Among the intellectual abilities of a personality, creativity is singled out as a special type. J. Guilford believed that it is associated with the dominance of four features in it:

1. Originality, non-triviality, unconventionality of the ideas expressed a brightly expressed desire for intellectual novelty. A creative person almost always and everywhere strives to find his own, different from others, solution.

2. Semantic flexibility, i.e. the ability to see an object from a new perspective, discover its new use, and expand its functional application in practice.

3. Imaginative adaptive flexibility, i.e. the ability to change the perception of an object in such a way as to see it is new, hidden from observation sides.

4. Semantic spontaneous flexibility, i.e., the ability to duplicate a variety of ideas in an uncertain situation, particularly one that does not contain reference points for those ideas.

According to A. Maslow, creativity is an oeuvre orientation innately peculiar to everyone, but lost by the majority of people under the influence of the environment. According to P. Torrance, creativity includes: 1) increased sensitivity to problems, to deficiency or contradictory knowledge; 2) actions to define these problems, to search for their solutions on the basis of hypotheses, to test and change hypotheses, to formulate the result of the solution. To estimate creativity, various tests of divergent thinking, personality questionnaires and analysis of activity performance are used.

The study of factors of creative achievements is conducted in two directions: 1) analysis of life experience and individual characteristics of creative personality - personal factors; 2) analysis of creative thinking and its products - creativity factors: fluency, clarity, flexibility of thinking, sensitivity to problems, originality, inventiveness, constructiveness in solving them. [8,42] In his scientific works L.S. Vygotsky wrote about the problem of creativity: "We call creative activity such human activity that creates something new, regardless of whether this created by creative activity will be something of the external world or a known construction of mind or feeling, living and discoverable only in the man himself.

The creative process, regardless of the problem at which it is directed, needs to include the following: 1. Changing the structure of external information and internal representations by forming analogies and connecting conceptual gaps. 2. Constant reformulation of the problem. 3. Applying existing knowledge, memories and images to create

the new and applying old knowledge and skills in a new way. 4. Utilizing a nonverbal thought pattern. 5. The process of creativity requires an internal tension that can arise in three ways: in the conflict between the traditional and the new in each step of the creative process; in the ideas themselves, in different ways of solving them or in the intended products; it can be created between the chaos of uncertainty and the desire to move to a higher level of organization and efficiency within an individual or society in general. Perhaps, all three types of tension arise at different stages of the creative process. Creativity - oeuvre abilities that can be manifested in thinking, feelings, communication and characterize both the personality as a whole and the product of this personality's activity. Creativity is a process of overcoming obliquity in thinking, feelings, communication. A creative person is always more tolerant of others: he is ready to admit that his habitual way of behavior may not be the best, but it is accepted by him precisely because of habit; that each person lives in his own world and sees this world in his own way, independently, and not as he is dictated by those who surround him [1, p. 87]. Guilford: "Creativity is a process of divergent thinking" People with this type of thinking, when solving a problem, do not concentrate all their efforts on finding the only correct solution, but begin to search for solutions in all possible directions. The divergent way of thinking is the basis of creative thinking, which is characterized by the following main features:

1- Quickness - ability to express the maximum number of ideas (in this case it is not their quality, but their quantity that is important).

2. Flexibility - the ability to express a wide variety of ideas.

3. Originality - the ability to generate new non-standard ideas (it can be manifested in answers; the decision does not coincide with the generally accepted).

4. Finality - the ability to improve your "product" or give it a finished look.

Training is one of the modern educational methods. In the course of training, the main emphasis is not on the narration of new theoretical material, but on the consolidation of already learned material, but at the same time, the purpose of training is also to acquire the necessary skills and experience for the formation of competencies of the

student. As one of the modern methods of creativity development, of course, no training program can teach a person to come up with brilliant ideas. However, the main advantage of such programs is that they remove the obstacles that hinder the development of creative thinking, the main of which is the fear of oeuvre. Having emancipated their minds, people are no longer afraid of failure or ridicule and offer their ideas more actively. Here are some examples of popular techniques for finding new ideas.

1. Brainstorming. The author is Alex Osborne. The basic principle is to separate the generating of ideas and their criticism in time. Each participant puts forward ideas, others try to develop them and the analysis of the obtained solutions is carried out later. Sometimes a "dumb" version of brainstorming is used - brain writing, when ideas are written down on a piece of paper, which participants pass to each other, introducing new ideas.

2. Six hats. The author is Edward de Bono. The technique allows you to streamline the creative process by mentally putting on one of six colored hats. Therefore, in the white one a person impartially analyzes figures and facts, then puts on the black one and looks for negativity in everything. Afterwards, it is the turn of the yellow hat to look for the positive sides of the problem. Putting on the green one, a person generates new ideas and in the red, one can afford emotional reactions. Finally, the blue one summarizes the results.

3. Mental maps. The author is Tony Busen. According to him, creativity is linked to memory, which means that strengthening memory will also improve the quality of creative processes. However, the traditional system of writing with headings and paragraphs hinders memorization. Busen suggested placing the key concept in the center of the sheet, and all associations worth remembering should be written on the branches coming from the center. It is not inappropriate to reinforce thoughts graphically. The process of drawing a map promotes the emergence of new associations and the image of the resulting tree will remain in memory for a long time.

4. Synectics. The author is William Gordon. Gordon believes that the main source of creativity is in finding analogies. First, one should select an object and draw a table for its analogies. In the first column, write down all direct analogies, in

the second - indirect analogies (for example, the negation of the features of the first column). Then you need to match the target, object and indirect analogies. Let's say the object is a pencil, the goal is to expand the assortment. The direct analogy is a volumetric pencil; its negation is a flat pencil. The result will be a bookmark pencil.

Many other techniques can be used both individually and in groups. Many of these exercises may seem trivial, but they help to reorganize thinking.

CONCLUSION

Despite the different interpretations of creativity in the scientific literature, many scientists note that the development of creative thinking requires the development of the ability to solve creative problems, which involves systematically and consistently transform reality, combine incompatible, rely on subjective experience, which is the basis of systemic dialectical thinking, arbitrary, productive, spatial imagination, the use of heuristic and algorithmic methods of organizing creative activity. Teacher's pedagogical creativity develops throughout the whole pedagogical activity and is a decisive factor of his/her advancement to the top of pedagogical mastery. Any activity is considered creative if its product is characterized by novelty, which can have both objective and subjective character. In pedagogy, such a product can be new educational technologies, forms, methods of teaching and education, growth of pedagogical skills of a teacher.

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