ENHANCING STUDENTS' CREATIVE POTENTIAL THROUGH SYSTEMATIC ORGANIZATION OF THE EDUCATIONAL PROCESS

Rakhmonova Dilnura Saidovna
Senior Lecturer, Department of languages and humanities,
Andijan State Technical Institute
dilnura.rakhmonova@gmail.com

Annotation: The article deals with the concept of creativity and features of its manifestation in the student age. The article describes the main active teaching methods and reveals their potential in terms of developing students ' creativity. We also present data from an experimental study that shows the possibility of using active methods to develop certain parameters of creativity.

Keywords: creativity, ability, interactive methods, technology, pedagogical and psychological characteristics, criteria, levels, factors, stages, technological stages, results.

Published at the end of the XIX century, the works of the English scientist Francis Galton, who studied intellectual abilities based on statistical analysis of human performance, became the first in world psychology, in fact, a scientific study of creativity. It is known that until the middle of the last century, creativity was determined by intelligence and measured using intelligence. And only since 1950, after John Guilford's speech at the meeting of the American Psychological Association, as evidenced by historical reviews, experimental research in the field of creativity begins, and "creativity" becomes popular. Gilford's work promoting the concept of divergent thinking is the beginning of scientific research in the field of creative psychology and the experimental study of creativity. It has been since the middle of the last century that the research activity on the study of creativity has been gaining momentum.[1]

The modern interpretation of the essence of creativity, confirmed by the research of Guilford, Ya. A. Ponomarev, R. Sternberg and other scientists, believes that the manifestation of creative qualities is universal, that is, creativity is considered a universal, integral creative ability necessary for any field of activity of an individual. In addition, the development of creativity in any kind of activity requires the transfer of creative qualities to other areas of personality (social, industrial, communicative, domestic, etc.). Therefore, the study of ways, means, and conditions for the development of personal creativity in modern socio-cultural institutions, in particular in higher educational institutions, will be pedagogically appropriate.

All this gives rise to many approaches, directions and theories of creativity in world science. In addition, Russian-language creativity based on works in English is often associated with incorrect translation and use of basic terms, which does not contribute to the development of clear and understandable terms, both for scientific use and for everyday use.

Monodissiplinary approaches include pragmatic, psychoanalytic, psychometric, cognitive and socio-personal approaches. Representatives of the pragmatic approach were engaged in the development of methods for the development of creative thinking. The pragmatic approach is considered as an attempt to put methods and techniques of stimulating creative activity on a commercial basis.

A psychoanalytic approach to the study of creativity by Z. Freud's concept of the creative tension between conscious reality and unconscious motives, adaptive regression and careful processing of consciousness by Chris L. Kuby is represented by his theory that he was born as a result of his theory.

Attempts have been made to explore mechanisms and processes based on creative thinking in the context of a cognitive approach. Both people and a computer modeling creative thinking based on a specific program were chosen as the object of research. Representatives of this approach proposed an algorithm that goes through two stages in the development of creative thought: generative and search. The thought processes involved in these phases were recall, assumption, synthesis, transformation, substitution by analogy, and mental reduction of the object to simple categorical structures.[2]

The research conducted within the framework of the socio-personal approach is devoted to the study of individual differences, different motivations and the socio-cultural environment as incentives for creativity. Scientists claim that there are certain personal traits of creators, the combination of which ensures the development of a high level of creativity. This includes independence of judgment, the ability to find the aesthetic appeal of difficulties, the ability to take risks, and self-confidence. Thus, A. Maslow believes that the love of self-confidence, courage and freedom is inherent not only in creative individuals, but also that their development increases their chances to realize their creative potential.

Integral and systemic approaches should be in interdisciplinary approaches. Within the framework of the integral approach, an integral theory of creativity is being developed, using interdisciplinary research and achievements of various scientific disciplines. One example of an integral approach is the investment theory of creativity, developed by Sternberg and Lubart. According to the authors, creativity requires six interrelated resources: intellectual abilities, knowledge, ways of thinking, personal qualities, motivation and the environment. The creative process can be carried out in the presence of such intellectual abilities as the synthetic ability to see new problems and interfere with thinking in the usual way, the analytical ability to evaluate the value of ideas, the practical ability to convince others of the value of an idea.[3]

In accordance with the systematic approach, four main aspects of the problem were identified: the creative process, the product, the individual and the environment in which human creative activity is carried out. These aspects are developed both comprehensively and individually.

It is known that creativity, like any other quality (virtue), is not formed immediately. Creativity is consistently formed and developed at certain stages. So, when do the peculiarities of creativity manifest themselves in the activity of a person?

Although creativity usually often occupies a prominent place in the activities of students, however, this situation does not guarantee that students will achieve further creative achievements. Only one or another creative skill expresses the possibility of what they need to master the skill.

When developing students' creativity, it is necessary to pay attention to the following conditions:

1) Encourage them to ask a lot of questions and maintain this habit;
2) to develop students' independence and strengthen their responsibility;
3) provide opportunities for students to organize independent activities;
4) focus on the interests of students.

The following factors hinder the development of creativity in an individual:

1) ridding yourself of risk;
2) to allow rudeness in thinking and behavior;
3) lack of appreciation of personal fantasy and imagination;
4) obey others;
5) In any case, just think about the achievement.

In psychology, P. the test for personality creativity was developed by Torrence. P. Torrence suggests that personality creativity shows the following signs:

1) do not ignore questions, shortcomings or contradictory information;
2) an attempt to identify problems, an attempt to find a solution based on the assumptions put forward. [4]

Since creativity manifests itself as a set of skills related to the qualities of creativity, creativity of an individual, creativity includes a high degree of sensitivity to problems, intuition, predictability of results, imagination, research and reflection. An individual's creativity manifests itself in his thinking, communication, feelings, and in certain types of activities. Creativity characterizes an individual holistically or in his specific characteristics. Creativity is also reflected as an important factor of giftedness. In addition, creativity determines the sharpness of the mind. It can be seen that creativity is a process directly related to the individual's individual psychological characteristics. And its development is influenced by the process of intelligence-intuition-logical thinking. The development of creativity among teachers requires the organization of a decent educational process, depending

on the level of knowledge, the level of assimilation, the source of education, and the didactic tasks of students in mastering the content of education. This means that the following pedagogical conditions must be met:

- to determine the propensities to mastering creative activity in those who receive education;
- formation of cognitive needs and provision of conditions for the manifestation of independence in the educational process;
- to create a favorable opportunity for creative thinking in the educational community, to perceive with great breadth the diverse ideas and ideas expressed by the educational community, and to ensure their activity in the educational process;
-make decisions in each educator about the confidence that he is capable of creative thinking, regularly stimulate his creative activity;
- individualization of the educational process, taking into account the characteristics, needs and intellectual potential of the student's personality ; ;
- formation of skills for working in individual, small groups and teams in educational institutions, expanding their creative capabilities, encouraging them to make non-standard decisions along with ready-made, standard solutions for solving problems ;
- selection and implementation of interactive forms and teaching methods that allow practically re-developing and improving cognitive knowledge underlying the development of creative activity, etc.

F. Barron gives a detailed list of personal characteristics of a creative personality: observation, lack of tendency to self-deception; sensitivity to that part of reality that others usually do not perceive; the ability to look at objects and phenomena in their own way; independence of judgment; high motivation; innate mental abilities; wealth of the inner and outer world; willingness to perceive their conscious intentions and fantasies.; the great power of the "I", which determines a wide range of behavioral reactions; such as benevolence and openness to the outside world. [5]

The effectiveness of the development of personal creativity depends on many factors, among which the most important are the age of a person, the presence of a developing environment and directed pedagogical influence in various socio-cultural institutions, among which cultural and additional education institutions occupy a special place. In the process of developing cultural institutions, an important source of personal creativity is further education, which consists in the unregulated nature of communication, free choice of activities and manifestation of creative abilities of a person, forms of rest and relaxation, wide coverage of various audiences. Therefore, cultural institutions and additional education should be considered as a space for the successful and effective development of individual creativity at the subtle stages of ontogenesis.

Thus, the psychological and pedagogical characteristics of each age suggest the need to take them into account in the process of developing creativity as a personality trait. Personality formation, according to many researchers, is carried out not in conditions of adaptation to the requirements of the environment, but in conditions of constant creative activity of the individual aimed at restructuring both the environment and himself.

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