



THEORETICAL BASIS OF IMPROVING CREATIVE ACTIVITY IN STUDENTS

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Abstract

In this article, the essence of the concept of creativity, the problems of researching the problem of developing creative thinking, creative activity among students of higher education institutions, and recommendations for increasing creativity are developed.

Key words: Creativity, Ability, creativity, creativity, N. Gartman, Patti Drapeau, Creative thinking. identify problems.

Today, the education system of our country is vigorously entering the space of the world education system. This, in turn, requires the implementation of a very important and responsible task by the state and society as one body and soul in the cultivation of highly qualified, competitive, high morale personnel, only then can the intended great goal be achieved.

A person who is suitable for this society and will be an active participant in it, i.e. a specialist is also able to search for scientific information, to collect and use it, to divide the obtained information into systems, to choose the most correct options for problem-specific ideas and technical (technological) solutions. they need to know the methods. A person expresses himself through his abilities. These abilities are his personal characteristics that allow him to effectively engage in certain types of activities. Abilities arise on the basis of certain natural talents. Talent is an innate, anatomical-physiological feature of the nervous system, which forms the individual-natural basis of the development of abilities. The word "creativity" is derived from the word "create", meaning the ability of a person to be creative, the level of creative talent, the individual's thinking system that is far from conventionality or habit. which characterizes the readiness to create fundamentally new ideas, as well as solving problems in a unique way, are creative abilities that are considered as an independent factor of talent.[2, 42]

The concept of "creativity" reflects cultural diversity. For Westerners, creativity, in general, is considered a novelty. [4, 20] Currently, along with the concept of creativity, in scientific and methodological literature, we constantly encounter terms such as "creativity" and "creativity". The dictionary meaning of the word "creativity" is similar to the words "to create", "to discover something new". Creativity appears in various situations of activity. Curiosity includes the process of inspiration, aspiration, etc., from the emergence and manifestation of creativity in the highest form in the human mind. The need for activity in a person is an aspiration that has not previously been set as a goal in the activity, and is not considered a means of resolution. Creativity is a process of human activity that creates qualitatively new, material and spiritual wealth. Creativity represents the ability of a person manifested in work. Work can be creative as it creates a new reality that satisfies various social needs based on knowledge of the laws of the objective world. Types of creativity are determined by creative



activity: inventor, organizer, scientific and artistic work, etc. Opportunities for creative activity depend on social relations. Creativity is not only the creation of great works, but also the fact that a person thinks, comes up with an event, creates something new, even if it is a little. The creative process should not be considered as an accident, but as a process that takes place on the basis of certain laws.

Creativity is a philosophical-psychological problem that was widely considered and studied in the 70s of the last century. But understanding life as creation and man's task as creating life and the world may seem easy only at first glance. Not everyone understands his creative essence. For this, a person must clearly understand his goals and the ways to achieve them. But this understanding should not be built on a purely egoistic basis, zero, creativity is by its essence impartial and is incompatible with egoism. Compliance with the ideals, goals and needs of not only one person, but also many people is a necessary sign of any creativity.

It is known that creativity is an activity aimed at solving countless tasks to satisfy various social and personal needs.

Based on this, many types, types and forms of people's creative activity are created. Among them, science, scientific creative activity, creative thinking are important types of creative activity in the current period of personal development. The level of mental development of any person is determined by scientific or technical knowledge, creative thinking. A person makes changes not only in the external environment, but also in himself. That is why, in today's time, when science and technology are rapidly developing, and social relations are being renewed, the issues of teaching young people to creative activity, creativity, and the formation of creatively talented individuals are especially important.

According to Patti Drapeau, creative thinking is first and foremost comprehensive thinking about a specific issue. Critical thinking requires students to rely on multiple ideas when completing assignments, problems, and tasks. In a different way, one-sided thinking is based on only one true idea. In observation, it is impossible to deny one or more opinions on the surface of the issue. Therefore, thinking from all sides is equally important in the formation of creativity.

That is, when completing the task and solving the problem, the student looks for several solutions (multi-dimensional thinking), and then stops at the only correct solution that guarantees the most acceptable result (uni-dimensional thinking). [1,4]

From this point of view, the issue of researching the problem of developing creative thinking and creative activity in students of higher educational institutions has not been studied sufficiently.

Types of creativity are determined by the characteristics of ideas about the essence of creativity. In particular, I. Kant conducted a special analysis of the creative process and considered it as a product of human imagination.

Interpreting creativity, on the one hand, as a purely intellectual phenomenon (N. Gartman, E. Husserl, A. Whitehead and others), and on the other hand as an existential activity based on creative activity, is characteristic of contemporary philosophy.

The ability of students to think creatively is an expression of the abilities and skills, will, diligence and determination of a scientist, researcher, creator, and the final goal is to acquire new useful scientific knowledge.



In psychology, E.P. Torrens developed a test that determines the creativity of a person. According to him, personal creativity shows the following signs: 1) not ignoring questions, shortcomings and conflicting information; 2) work to identify problems, try to find their solution based on the assumptions made.[3,153]

Creative thinking is characterized by the creation of new ideas, and in order to create them, it creates new motivations and goals in the cognitive activity itself. When organizing creativity, it is necessary to take into account two interrelated tasks. The first of them is determined by the development of students' independent thinking in creative activities, the desire to acquire knowledge, and the formation of a scientific outlook, and the second is determined by teaching them to independently apply the acquired knowledge in education and practical activities.

Currently, a sufficient amount of literature has been published in this scientific direction. In addition to books, many schools and higher education institutions include various special subjects. Nevertheless, many students did not have the opportunity to get acquainted with creative methods and learn to use them in solving problems in various fields of culture. Because there was no manual for students that would combine the sections of the theory of creativity and the main methods.

Supporting students' creativity is one of the main ways to create positive teaching motivation. There are no universal methods for the formation of creative interests in the practice of learning creative cognitive interests and independence. Every creative pedagogue achieves this by using the technique of developing his creative cognitive interests. Development of activity, curiosity, independence, initiative, creative attitude to work is an important and necessary task for cognitive activity.

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