

Improvement of Pedagogical Technologies for The Development of Creative Qualities in Young People

Mirzambetov Pòlat Sherniyozovich

a senior teacher of Nukus State Pedagogical Institute

Abstract: This article describes the essence of creativity, the term creativity, social factors affecting the development of creative qualities, individual activity, ways and forms of forming critical and creative thinking in students, flexibility of thinking, criteria of creativity.

Keywords: creativity, intelligence, mental potential, individual ability.

INTRODUCTION

It is an important professional task of a pedagogue of a higher education institution to develop the ability to adapt to the innovations of the modern world, to prepare the young generation for the life of a constantly updated society, and to actively participate in the processes of its improvement in accordance with the requirements of the times.

Creativity includes the organization of the educational process, the construction of a creative educational process, the development of creative potential from educational technologies, the development of a balance of different methods, knowledge and skills. The essence of creativity is that intelligence is the mental potential of a person, and creativity is the ability to freely use this mental potential in a purposeful way.

The term creativity appeared in Anglo-American psychology in the 60s. It means the ability and quality of an individual to create new concepts and new skills. J. Gilford shows a number of individual abilities that characterize creativity:

- to be able to direct the thought according to the purpose;
- uniqueness (originality);
- curiosity;
- the ability to create hypotheses;
- to be able to imagine (fantasy).

In our country, as a result of consistent reforms aimed at creating conditions for a person, his all-round development and well-being, the realization of his interests, bringing the quality and efficiency of education to a new level, opportunities for the development of creative abilities of students are being created on the basis of interactive teaching methods.

In the strategy of Actions for the further development of the Republic of Uzbekistan, priority tasks such as "further improvement of the continuing education system, increasing the possibilities of quality educational services, supporting and realizing the creative and intellectual potential of the young generation" are defined. Accordingly, it is important to develop students' creative abilities based on interactive teaching methods.

In order to fully understand the general nature of the process of developing creative qualities in a person, it is necessary to first understand the meaning of the concept of "creativity". The concept of "creativity" can be interpreted as follows: Creativity (lat., ing. "create" - creation, "creative" - creator) is the creative ability of an individual that describes the readiness to produce new ideas and is part of talent as an independent factor.

A.H. Maslow divides creativity into 2 types: creativity of talent and creativity of individual self-actualization. Since the creativity of self-actualization of the individual is inextricably linked with the personality, we can encounter it in everyday life and in many areas of professional activity.

A.H. Maslow sees creativity as a fundamental characteristic of human nature, that is, it is an innate ability in all people, but it is lost during life as a result of certain social obstacles. T.A. Barysheva and Yu.A. In pedagogy, Zhigalova interprets creativity as a systematic (multi-level, multi-dimensional) psychic (spiritual) education, which includes not only intellectual potential, but also the presence of motivation, emotion, level of aesthetic development, communicative parameters, competence, etc. enters. Also, criteria of creativity Dj.P. In Guilford, E.P. Defined by Torrance:

- fluency: the ability to produce many ideas in a certain period of time;
- originality: the ability to produce unusual, non-standard ideas that differ from clear, well-known, universally recognized, ordinary or strictly defined;
- sensitivity: sensitivity to unusual details, contradictions and various uncertainties, readiness to quickly switch from one idea to another;
- moderation: readiness to work in an unusual context, tendency to symbolic, unifying thinking, ability to see in simple and complex conditions;
- development: the ability to develop emerging ideas in detail, turn them into levels and subsystems;
- resistance to stagnation: resistance to uniformity, that is, resistance to different patterns of information coming in the process of solving a problem.
- uncertainty: the ability to make a logical reaction independent of the stimulus;

The abstraction of "naming": the ability of a person to understand the essence of the problem, in fact, the ability to understand the name of significance and reflect the opposite (the process of "naming" reflects the ability to see the essence of the problem in a detailed form, the ability to transform it into a verbal form) ;

- multitasking: the ability to work on several projects at the same time;
- effectiveness: the suitability of the product, its usefulness, the perception that the product will be new, unique, original by the target audience;
- satisfaction: the result of creativity.

The development of creativity in students requires the proper organization of the teaching process, depending on the level of knowledge, level of mastery, source of education, and didactic tasks of the students in mastering the educational content.

It is important to use the following forms of work in the development of students' creativity:

- organization of trainings that serve to develop the skills of data analysis, quick decision-making, and creative thinking;
- performing creative exercises and tasks aimed at forming imaginations and visual views;
- working with cases;
- organization of group work forms and debates;
- preparation of educational projects;
- formation of portfolios;
- organizing castings;
- establishing activities of clubs, etc.

There are the following criteria for determining the level of development of students' creative abilities: determination of motivation for creative activity; development of creative thinking skills; formation of creative qualities; organizing the process of practical creative activity; the formation of specialized creativity, etc.

Creativity can be called a desire to create, a creative approach to life, a constant critical look at oneself and analysis. Based on modern dictionaries of psychology and pedagogy, it can be defined as a teacher's creativity, the level of his/her thoughts, feelings, communication, special activity, creative approach, knowledge level.

REFERENCES:

1. The President of the Republic of Uzbekistan dated February 7, 2017 "Actions for the further development of the Republic of Uzbekistan Decree No. PF-4947 "On Strategy" // Republic of Uzbekistan collection of legal documents, 2017, No. 6, Article 70.
2. Bubenov A.V. Communicative culture: Philosophical and methodological analysis Electronic resource.: dis. sugar philosopher, scholar. M., 2006.

3. Barysheva T.A., Zhigalov Yu.A. Psihologo-pedagogicheskie basic development creativity. SPb, 2006. - S. 285.
4. Guilford J.P. (1950) Creativity, American Psychologist, Volume 5, Issue 9, 444–454.
5. Ibragimova G.N. Based on interactive learning methods and technologies development of students' creativity. / Monograph. - T.: "Science and Technology", 2016. - B. 77.
6. Maslow A. The Farther Reaches of Human Nature NY: Viking, 1971. Harmondworth, Eng: Penguin Books, 1973. Contents.