



PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF DEVELOPING CREATIVE QUALITIES IN STUDENTS IN GENERAL SECONDARY SCHOOLS

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ABSTRACT

This article presents information about the importance of developing creative qualities in students, as well as views and theories on the organization of individual creative activity. Special attention is also paid to the qualities of creative people.

KEY WORDS

Creative, creativity, personality, approach, education, students, creativity, formation, quality, creative approach.

Introduction

Currently, priority areas for improving the world pedagogical education have been identified, including the development of the content and scientific and methodological base for training qualified and creative pedagogical personnel, finding non-standard pedagogical solutions to the problems of the educational process, and a number of scientific research works are being carried out to improve the quality of education based on motivation to master educational materials. Therefore, the development of creative qualities of students in the educational process is of great scientific and practical importance in a school with great opportunities for the formation and development of creative thinking.

The Decree of the President of the Republic of Uzbekistan No. PF-4947 dated February 7, 2017 “On the Strategy of Actions for the Further Development of the Republic of Uzbekistan”, the Decree of January 12, 2017 “On the Establishment of a Commission for Improving the System of Printing and Distribution of Book Products, Increasing and Promoting the Culture of Book Reading and Reading”, and other regulatory legal acts related to pedagogical activities emphasize the need for research to address this problem. From a psychological point of view, creativity, as a category that develops a person, is an integral part of human thinking and spirituality. It is manifested not in the versatility of the knowledge possessed by a person, but in the pursuit of new ideas, reforming and changing established stereotypes, making unexpected and unusual decisions in the process of solving life problems. Therefore, reforms are being carried out rapidly in our education system. The introduction

of approaches and views on creativity into the education system of Uzbekistan indicates its integration with the world education system. Today, as in other areas, the concept of creativity has entered the education system. We are mentioning this concept at every stage of the education system.

“Creativity is a set of original ideas that have their own value.” Gardner, in his research, explains the concept as follows: “creativity is a practical action carried out by a person, which must reflect a certain novelty and have a certain practical value.” [3].

Emebile's approach states that creativity is “the acquisition of highly unusual skills, along with thorough knowledge of a specific field” [3]. The concept of creativity was first mentioned in the field of economics in 2000 in the magazine “Business Week”. Then, John Hawkins analyzed the content of the “creative industry” in his book “Creative Economy”, published in 2001. Many students believe that they do not have the ability to be creative. This can be justified for two reasons: firstly, most people cannot adequately explain what the concept of “creativity” actually means; secondly, they are unaware of what qualities are directly reflected in the basis of creativity. It is worth noting here that every person has the ability to be creative by nature. So how can they demonstrate their creative abilities? Patti Drapeau advises: “Even if you don't think you're creative, I recommend that you start designing lessons that encourage creative thinking right now. It's not about whether or not you're creative, but about designing lessons that encourage creativity and trying new ideas.”[2].

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

- 1) encourage them to ask a lot of questions and support this habit;
- 2) encourage their independence and strengthen their responsibility;
- 3) create opportunities for them to organize independent activities;
- 4) Pay attention to the interests of students.

Before developing creative thinking skills in students, it is necessary to create a comfortable environment in the group. Children who are educated in a creative environment gradually develop an interest in performing creative tasks, and a creative learning environment leads to the development of critical and creative thinking skills in children, which are of great importance in the educational process. Through creativity, the following qualities are formed in students:

- creative thinking, creativity;
- creative thinking, looking at the world with a creative eye;
- finding the most original solutions and ideas;
- the ability to think independently and justify your opinion;
- working in a group or team;
- freely expressing your ideas among peers, demonstrating your knowledge without any mental barriers;
- a creative approach to solving a problem;
- achieving spiritual closeness with your group or teammates;
- being able to fully demonstrate your inner capabilities and abilities;
- thinking, summarizing your thoughts and selecting the most important ones from among them;
- confidence in your own capabilities and strengths.

In general, the earlier we start developing creativity in students, the more appropriate it is. Because creativity is also based on knowledge and experience. And the formation of knowledge and experience in people is a long-term process.

We can divide views and theories on the organization of individual creative activity in the educational process into the following groups:

1. Views on the organization of creativity based on methods of stimulating individual mental processes and organizing mental labor.
2. Views on the creation of a creative environment based on non-algorithmic methods and methodologies.
3. Theories that emphasize the importance of organizational activities in creativity. Also, many experts assess the level of creativity based on the quantity and appearance of creative products created.
4. Approaches to creativity as an “incomprehensible process”.

Despite a number of studies aimed at implementing creativity in the educational process, the traditional educational process mainly relies on convergent thinking. However, the use of standard solutions in solving problems that arise in various life situations does not always lead to good results. Divergent thinking, which is fundamental in a creative approach to problem solving, is of great importance in the implementation of educational tasks and the training of specialists with professional competence.

Thus, the process of forming the motivation of the creative process is a special case of the regularity of the formation of creative qualities in any person. Their basis is the person's own actions: to learn to swim, you need to get into the water, to form any attitude, any reason, a corresponding need must arise. To create a creative product, there must be an appropriate environment, desire and incentive for creative activity.

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