

DIDACTIC ISSUES IN THE DEVELOPMENT OF CREATIVE ACTIVITY OF FUTURE TEACHERS

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Abstract: *This article describes the problem of developing creative thinking among students in higher education institutions, as well as ideas related to the problems of creativity, personal creativity and creative thinking.*

Key words: *creativity, personal creativity, creative thinking, development, education, motivational, cognitive, activity, approach.*

ДИДАКТИЧЕСКИЕ ВОПРОСЫ РАЗВИТИЯ ТВОРЧЕСКОЙ ДЕЯТЕЛЬНОСТИ БУДУЩИХ УЧИТЕЛЕЙ

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Аннотация: *В данной статье описана проблема развития творческого мышления у студентов высших учебных заведений, а также идеи, связанные с проблемами творчества, личностного творчества и творческого мышления.*

Ключевые слова: *творчество, личностное творчество, творческое мышление, развитие, образование, мотивационный, познавательный, деятельность, подход.*

It is known that updates in the preparation of comprehensively specialists for the social and economic spheres of society: science and technology, culture and education have created the problem of developing creative thinking among students in higher educational institutions. Therefore, in the period of the intensive increase of scientific and scientific-technical information, in the conditions of changing and updating of knowledge in various disciplines, as well as the rapid penetration of modern technologies into all fields, higher education institutions need to train "highly qualified competitive personnel" [1] training, especially necessary for them to have a scientific-creative approach to each work independently to think actively and to be able to apply the received innovations.





In our modern day a specialist who can not think creatively cannot get used to the rapidly changing conditions of science, technology, and technology, and it is difficult for him to organize a successful activity. Therefore, equipping future specialists with creative thinking skills and qualifications is one of the urgent tasks and promising problems of higher education.

In modern pedagogy and psychology, the nature of individual creativity and the problems of its development are thoroughly scientifically based (S.P. Rubinshtein, A.V. Brushlinsky, Ya.A. Ponamarev, L.M. Popov, A. Samarin, etc.). As stated in the researches, a person's creativity is based on his thinking and thinking operations (comparing, analyzing, combining, abstracting, generalizing) and hypotheses (problem situation, guessing, solving, checking in practice, forming theoretical conclusions, etc.).

According to Rubinstein, thinking "always begins with a problem or a question of surprise or incomprehension and conflict"[2]. It is the need of the hour to teach students to think independently, logically to analyze, synthesize, compare and generalize the things and phenomena being studied and to create such situations in accordance with the opinions of scientists of the present time.

It is important to note that an important feature that distinguishes productive thinking from reproductive thinking is the independent discovery of new knowledge. The highest level of effective thinking is creative thinking, which consists of creating, thinking, preparing, innovating, inventing, etc. [3]. Today's demand does not allow the unlimited expansion of the content and scope of education, but requires preparing a person to solve existing problems in an unconventional way. Improving the student's educational activity, that is, forming his ability to think intellectually, should be the main result of modern education.

In our opinion, one of the important conditions for the development of creative thinking in students is that every employee, leader, professor - teachers of higher education, especially bachelors and masters, should deeply understand the need to train specialists. All persons participating in the personnel training system should clearly imagine the image of a creative specialist, student.

As a result of the analysis of scientific literature on creativity, personal creativity and problems of creative thinking, experience in the field of higher education and our observations, we managed to define the following characteristics of the image of a creative student:

- the ability to see the problem;
- originality of thinking (analytical);
- conciseness and thoroughness of thinking;



- richness and variety of creative imagination;
- speed of mind and mental operations;
- can easily master ideas and apply them in practice;
- increased critical thinking;
- breadth of memory and knowledge;
- coming to thoughts and opinions quickly;
- superiority of the ability to generalize;
- to be able to analyze his thoughts and opinions;
- to be able to objectively evaluate his and others' capabilities.


Also, it is now required that students of higher education institutions should have meta-knowledge[4] about searching for knowledge. They should be familiar with the logic of scientific research and the technology of research activities, they should be able to evaluate the results of their activities, correct them, express and present the results of research. In order to determine the level of formation and development of students' creative thinking, we observed the characteristics of creativity of young people studying at the Faculty of History and Master's Department of Fergana State University. As we know, each professor-teacher in the departments has developed a plan for working with a creative student. Analyzing the work done by these students and the lectures given at scientific-theoretical circles and conferences, as a result of conversations with them, the above features of creativity; 12.3%- high in students; 24.7% - average, 62% - low.

We have found that many students cannot distinguish new ideas in the field of their interest by observing them sufficiently; those who could not put a clear and concise problem before their research; research methodology, methodology, scientific-theoretical assumption, (hypothesis) issues of comparative analysis at a low level; it can be observed that most of the articles in the lectures and speeches consist of explaining, expressing, and recording existing ideas.

Therefore, cultivating and developing creative thinking in students, equipping them with certain skills and qualifications is the demand of today. The practice of education shows that the education that develops the student in all aspects, teaches him to think creatively and independently, makes it possible for his abilities to grow step by step, and opens up new facets of his thinking, allows to achieve specific results only in the combination of certain pedagogical methods.

That is why it is appropriate to use active technologies of education aimed at developing creative abilities and thinking of students in training. For this reason, it is important for teachers to widely use problem-based, heuristic, project-based learning, active learning, case studies, intergroup discussion, "multifaceted thinking





development model"[3], and concise, concise expression of thoughts and opinions in their classes. In particular, it has been proven in our research that each professor-teacher works with a creative student assigned to him by creating a model of step-by-step development of his creative ability and then working on this basis (problem analysis, reflection, design).

The growth and development of creative thinking is the consequence and result of continuously teaching the student to analyze and synthesize, find similarities and differences, compare, evaluate, abstract, determine results, form conclusions, analogies, etc. [5]. The development of creative thinking has a bottom-up dynamic. Therefore, in our small research, we had the opportunity to determine the levels of manifestation of creative thinking skills and competencies in students. They are as follows:

Level 1. The student's creative thinking is general, and all his activities are focused on a certain field of science.

Level 2. They are focused on solving problems in different directions, and they think without fully understanding its social necessity and need. In this case, students will have a strong desire to "enjoy" solving an "interesting" problem, to search for new ways and methods of solving, and to model.


Level 3. When they think about and solve problems, they predetermine options for solving it and then proceed to solve it quickly. They show the qualities of logical analysis, initiative and activity in quickly solving the problem based on previously used methods.

Level 4. When looking for ways and methods to solve a problem, they always strive for an independent approach based on their own experience, consider the idea put forward in the problem in a comprehensive way, and determine ways to solve it.

Level 5. Solving the problem will be directed to search for logical-mathematical methods, modeling of generalized ways; to compare and understand the essence of problems, some students strive to determine methods and methods of solving problems before teachers; they begin to express the essence of the problem in formulas, drawings, equations.

Summing up from the above points, we can say that the formation and development of creative thinking in students is one of the promising pedagogical problems associated with the training of creative specialists who serve to improve the economy, science, and culture of our country. In order to more effectively solve this problem in higher educational institutions, we can recommend the following, based on the results of experiments and tests:





1. The need to train creative professionals requires creating a clear image of a creatively thinking student and turning it into a practical program level that every professor and teacher of a higher school will deeply understand.

2. Cultivation and development of student's creative thinking is ensured by the literal creativity, pedagogical skill, and scientific potential of professors. Therefore, special attention should be paid to raising the level of scientific and methodological potential of pedagogues.

3. Taking into account the level of creative thinking ability of students, further improving the system of working with them to the scientific level (group coach, teacher, department, faculty, university; competitive performances, etc.)

4. We believe that in order to equip students with creative skills and qualifications for the effective growth and development of creative thinking, we believe that it is necessary to prepare the curriculum, manuals, and training projects of the "Fundamentals of Creative Pedagogy" and, as far as possible, include them in the plans of higher educational institutions as optional subjects.

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