

Development of creative cooperation skills of students (in the example of training future foreign language teachers)

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Abstract. The article examines the socio-pedagogical need for the development of creative cooperation skills in future Foreign Language teachers. Also, the structural structure of creative harmony, the possibilities of formation in the pedagogical process are highlighted.

Keywords: creative cooperation, creativity, creativity, D. Bogoyavlenskaya, intellectual activity.

Creative cooperation means the complex of joint creative work and activities of two or more creators. Creators who are close to each other in relation to social life, life experience, occupation and profession, faith, language, aesthetic ideas, creative style or direction can carry out certain scientific and creative activities together. Therefore, creative cooperation of students means joint creative work based on closeness of life experiences, scientific interests, field and creative style.

The concept of "creativity", which is a component and basis of creative cooperation, meaning creativity, is a relatively stable personal characteristic, creative talent, level of creativity, and is an important component of talent. There are three approaches of researchers on the relationship between intelligence and creativity: In the first approach, it is assumed that such creative abilities do not exist, and intelligence acts as a necessary, but not sufficient, condition for a person's creative activity. The main role in determining creative behavior is played by motivation, values, and personal characteristics. Thus, D. Bogoyavlenskaya approaches the understanding of talent as follows and introduces the concept of "intellectual activity", understanding it as "a continuation of mental activity outside the situation". General mental abilities form the basis of intellectual activity, determine the breadth of cognitive interest. In the second approach, a high level of intelligence means a high level of creativity and vice versa. There is no creative process as a specific form of mental activity. This point of view seems the least reliable for many scientists involved in the development of this problem. The third approach is the idea of creativity (creative ability) analyzed as a factor independent of intelligence»[3]. Therefore, the creativity of the students is closely related to their mental potential and level, and develops in parallel with their intellectual growth. Therefore, in order to establish creative activity, research and creative cooperation among students, it begins with the development of their intellectual development and outlook.

According to philosophers, creativity is the original essence that belongs to the subject itself and the external world at the same time. Creativity cannot be realized without the participation of high creativity - subjectivity, and it is realized only with the characteristic of a creative person»[3]. Therefore, the qualities of high creativity are an important feature of creativity.

In pedagogy, creativity mainly means "inventiveness, originality, imagination, sensitivity, ability to solve problems quickly. It is emphasized that this ability is versatile»[1]. Creativity is the potential ability to think, feel, and act in a comprehensive way. "It is the ability of a person to get out of problematic situations in a unique way through his thinking, to approach it creatively. Creativity can be called a desire to create, a creative approach to life, a constant critical look at oneself and analysis. Also, creative thinking means approaching something from different angles. Every person is born with creative abilities. It is up to the teacher to direct and develop it»[4]. Also, the "creative ability" of a person is understood and analyzed in connection with the

level of development of the intellect. For example, in A. Arifjanova's scientific research, creativity is interpreted as "the ability of a person to accept a problem and create a new, unusual product by mobilizing appropriate opportunities." According to another scientist, G. Ibragimova, creativity is manifested as a set of skills related to creativity and creative qualities of a person. Creativity includes a high level of sensitivity to problems, intuition, anticipation of results, fantasy, research and reflection»[3].

We believe that creativity and creative collaboration is a harmonious character-building skill that is full of interrelated skills and elements. For example, creative abilities include: imagination, fantasy, dreaming and the development of unique abilities. Creativity is the main, but not the only, ability that supports heuristic cognitive activity. As a result of creative and instrumental activity, the students will definitely learn. In this, creative and cognitive activities are carried out together. Therefore, creative cooperation is also a type of joint creative and cognitive activity of students. Through this, they exchange ideas with each other, conduct scientific and technical activities in cooperation. So, in creative activity, in social life in general, there are social stereotypes based on false concepts, which can reduce human behavior to a certain model. That is, social stereotypes based on "false" concepts that have settled in the human mind can reduce behavior to one "pattern". This causes human behavior to go in the wrong direction from the beginning. So, social stereotypes can lead a person or even a group to a dead end. This leads to manipulation of other individuals over groups. As a result, a person's personal bad luck can cause various misunderstandings, quarrels, wars in society, and fear, hatred and discomfort between individuals in social life. False stereotypes not only derail a person's life, but also cause people to hate other people's race, nationality, appearance, and lifestyle.

By developing creative cooperation skills in future foreign language teachers, it will be possible to achieve harmony in the formation of their scientific potential, professional thinking and personal qualities. Therefore, there is a need for integration in teaching foreign languages. Therefore, the development of students' creativity and creative cooperation based on it is based on the strengthening of interdisciplinary relations. The use of new pedagogical technologies, interactive methods of teaching is of great importance in the development of creative cooperation skills in students. Therefore, person-centered learning can work well under the influence of collaborative pedagogy, small group work methods. The wide introduction of modern information communications will give a good result in increasing the effectiveness of educational technologies.

Through the development of creative cooperation, future foreign language teachers will be able to develop the following skills:

- aspiration;
- having creativity;
- superiority of logical thinking ability;
- ability to search;
- propensity for innovation;
- high analytical thinking ability;
- high synthetic thinking ability;
- high level of knowledge;
- strong desire for creative cooperation.

The priority tasks of developing a creative approach to professional activity and creative cooperation skills in future foreign language teachers require the development of the following.

These include:

- creation of technologies related to pedagogical bases of development of creative cooperation skills;
- formation of a system of worldviews based on creative cooperation in students;
- pedagogical tools that ensure the connection of the components of education in the process of creative activity;
- formation of an environment of creative cooperation in teaching foreign languages;
- technological and methodical factors affecting the identification of individual characteristics in the development of creative cooperation skills.

At present, there is a strong demand for personnel who think in new ways about the implementation of innovations, changes in working methods, and strengthening of competition. However, their opinion may not be compatible with others in many cases. As a result, without the introduction of innovations, it can be "stuck in the old form".

To develop creative cooperation skills in future foreign language teachers, it allows them to fully express their potential. Turning potential into reality means the process of activating potential and directing it to a specific goal. Activation has a two-sided character, on the one hand, it reflects the teacher's behavior directed at a certain goal, and on the other hand, the student's activity. In other words, the manifestation of the future foreign language teacher's potential is always based on mutual creative cooperation, it emerges as a result of the educational process. In this regard, it is of important theoretical and methodological importance to identify and determine the priority aspects in the development of creative cooperation skills in future foreign language teachers.

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