

Development of Creative Skills of Students in Modern Educational Conditions

Abdullaeva Dilnoza Narzullaevna

Tashkent State in the name of Nizami Pedagogical University "Geography and its teaching methodology"
associate professor of the department, pedagogy Doctor of Philosophy (PhD).

Allakhova Gulshikhra Yerejepbaevna

Researcher of Nukus State Pedagogical Institute named after Ajiniyaz

Annotatsiya

In the conditions of modern education, classes organized on the basis of innovative technologies in academic subjects encourage students to think, to think, to think logically, to put forward original ideas on the subject being studied. In this article, the world educational experience of developing the creative abilities of students of general education schools, the researches conducted in this regard, as well as the issues of effective organization of modern education and the development of creative qualities in students are covered.

Kalit so'zlar: modern education, educational efficiency, creative qualities, creative ability, creativity, creative thinking, creative thinking of an individual, educational activities.

In the world, attention has been paid to the practice of modernizing the educational system, improving the methodological support of teaching in accordance with modern development trends. Today, at the expense of ensuring educational efficiency, the issues of developing the creative abilities of general education school students are the leading countries such as the USA (University of California), England (Hambridge University), Russia (Moscow State University), Germany (Technische Universitat Darmstadt). being researched in universities.

On April 29, 2019, the Decree of the President of the Republic of Uzbekistan No. PF-5712 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030"[1] qualitatively updates the content of the continuing education system, improvement of the teaching methodology, gradual implementation of the principles of individualization in the educational process, and the introduction of modern information and communication technologies and innovative projects are defined as the main tasks. The main goal of organizing education and training processes based on the requirements of the times is to educate people who are mature in all respects, well-rounded, have strong knowledge and thinking, and have creative competence.

Classes aimed at developing creative abilities in general education schools (creative preparation of materials, perception, creation of news, development of ideas, tasks encouraging creative activity, tasks encouraging creativity, non-standard tests) students It is interesting for them, it is relevant to their life needs and it is an important educational activity. Because our great ancestors al-Khorazmi, Imam Bukhari, Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali ibn Sina, Alisher Nawai and other great thinkers, as well as our enlighteners such as Abdullah Avloni, Abdurauf Fitrat, Mahmudhoja Behbudi, are in the pedagogical heritage Special attention is paid to the issues of raising students to become mature, creative individuals in all aspects.

Also, I.A. Malakhova defined the concept of creativity (inc. "creatio" - creation) - a set of descriptions characterizing the quality of the intellectual process, divergence; convergence; promptness; flexibility; originality; be able to categorize widely; sensitivity to the problem; abstraction, synthesis, regrouping of ideas; broad imagination; believes that it reflects rich imagination and personal qualities (dynamism, orientation to creative research, creative activity, creative sense of self, independence) [2].

In the interpretation of T.I. Gritsay, P.I. Chernesov, creativity is the birth of unusual ideas without the traditional pattern of thinking, the creative ability to find a quick solution to problematic situations [3], a person's constant (objective and subjective) environment) is the ability to make changes based on new, more optimal and non-standard decision-making, choice of action methods and emotional influence, developed and embodied, and the structural structure of this ability includes interrelated emotional-volitional, reflects the system of motivational-valuable and quick-cognitive components [4].

According to the approach of E.P. Torrens, creativity is an ability formed on the basis of general intelligence, individual description of a person and the existing state of productive thinking. Creativity is clearly reflected in the process of adding information with 15 new structural structures and connections to insufficient knowledge, filling in missing information, searching for new solutions, analyzing them, and announcing the results [5].

The development of creative qualities is directly related to a person's life experience, level of knowledge, lifestyle, and the content of his interpersonal relationships [6]. Therefore, the development of creative thinking requires:

- a person imagines himself as a creative and comprehensively developed person; - ability to be independent and resist external demands; - to have the ability to express one's opinion in relation to the assumptions of others, - to be willing and ready to act on the basis of saying "What if..."; - to be curious, intelligent, ready for something new without having a fixed opinion; to be full of energy; - visit and be observant; ability to combine opposite things; to be able to express one's ideas and thoughts and convince others; - have a sense of humor.

Based on the following models of creative thinking in the educational system of foreign countries, it has been shown that it is effectively used in the development of a person's creative ability [7]:

I. Wallace Graham (Graham Wallace; 1926) model: 1. Preparation stage (characterized by setting the problem, searching for information, studying popular ways). 2. Incubation (creation) stage (represents the ripening of the idea, if the popular ways do not help to solve the problem, then the completion of the task (solving the problem) is delayed). 3. The stage of clarification of the idea (a favorable situation for the creation of a new idea is created). 4. The stage of determining the reliability of the idea (the solution is comprehensively analyzed, its practicality and suitability are determined).

II. Betty B. Rossman (Betty B. Rossman; 1931): 1. Identify a need or problem. 2. Need or problem analysis. 3. Studying the problem based on generalization of data. 4. Formation of all solution options. 5. Analysis of solution options in terms of their advantages and disadvantages. 6. Invention is the birth of new ideas. 7. To organize an experiment in order to find the most effective solution, to choose the optimal solution and to rework it and bring it to the end.

III. Alex Osbourne (Alex Osbourne; 1953): 1. Orientation (problem identification). 2. Preparation (gathering information related to the problem). 3. Analysis (information analysis). 4. Collect alternative ideas. 5. Incubation (covering the evidence). 6. Synthesis (summarization of separate ideas). 7. Evaluation (evaluation of ideas).

In the last forty years, the classic models of creative thinking have been improved in content and enriched with new ideas. Including:

I. Dwight H. Perkins (Dwight H. Perkins; 1981). 1. Organize existing needs so that confusion does not arise. 2. Mental mobility. 3. The ability to find a problem that stands out from others. 4. Lack of desire to take risks and defeat. 5. The ability to listen to serious criticism of the work and seek help from experienced colleagues without feeling ashamed. 6. Intrinsic motivation based on strong faith and belief in one's vision.

II. Don Koberg (Don Koberg), Jim Bagnall (Jim Bagnall; 1981). 1. Accepting the situation (like an invitation). 2. Analysis (to open the world of problems). 3. Definition (main questions and purpose). 4. Idea (to create options). 5. Select (to choose from options). 6. Implementation (to turn an idea into action). 7. Evaluation (revision and re-planning).

III. James F. Bandrowski (James F. Bandrowski; 1985). 1. Analysis. 2. Standard planning. 3. Understanding development. 4. Creative approach. 5. Creative race. 6. Strategic relations. 7. Solution. 8. Creating a concept. 9. Critical discussion. 10. Planning. 11. Action planning. 12. Creative planning for unexpected situations. 13. Motion. 14. Introducing the idea based on adaptation. 15. Monitoring results.

IV. Scott G. Isaksen (Scott G. Isaksen), Donald J. Treffinger (Donald J. Treffinger; 1985). 1. Goal (setting a goal). 2. Evidence (identification of evidence). 3. Problem (putting a problem). 4. Idea (put forward several options for a solution). 5. Solution (determining the optimal solution among several options). 6. Expression of the solution.

W. Robert Fries (Robert Fritz; 1991). 1. Having a target (first spark). 2. Prediction. 3. Existing reality. 4. Take action. 5. Correction, study, assessment, correction. 6. The motivation to create. 7. Termination. 8. Using the product of one's creativity.

VI. Sidney Dj. Parnes (Sidney J. Parnes; 1992). 1. Objective finding. 2. Identification of evidence. 3. Search for the problem. 4. Search for a solution. 5. Acceptance of the finding [8].

So, the process of developing creativity in students includes the development of new ideas, their analysis, and if necessary, their rejection. A creative approach to the educational process is not aimed at working with students who have lost interest in learning, mastering the basics of academic subjects, but to engage in lively, interesting, enthusiastic communication with all students, encouraging them to be active. Also, activities of a creative nature can be effectively organized in the process of working with students from all subjects taught in general education schools.

Students' creativity improves depending on the educational activities and educational tasks organized by the teacher and helps to increase the effectiveness of these educational activities. A person with a creative approach to activity can withstand complex, strong competition in market conditions. Forming creative qualities of students in general secondary schools, developing them consistently, helps them to gain a place in the labor market, in a strong competitive environment, and also creates a foundation for the development of the industry.

List of References

1. O‘zbekiston Respublikasi Prezidentining 2019 yil 29 aprelda “O‘zbekiston Respublikasi Xalq ta’limi tizimini 2030 yilgacha rivojlantirish konsepsiyasi tasdiqlash to‘g‘risida”gi PF-5712-sonli Farmoni.
2. Малахова И.А. Развитие креативности школьников в процессе любительской художественной деятельности: дис... докт.пед.наук. – Минск: 2011. – С. 43.
3. Грицай Т.И., Чернецов П.И. Исследование креативности старшеклассников // <https://cyberleninka.ru/article/n/issledovanie-kreativnostistarsheklassnikov>.
4. Грицай Т.И. Модел развития креативности старшеклассников в процессе изучения дисциплин гуманитарного цикла // Педагогический журнал. – М.: 2018. Т. 8. - № 1А. – С. 85-94.
5. Тест креативности Торренса. Диагностика творческого мышления // <https://psycabi.net/testy/577-test-kreativnosti-torrensa-diagnostics-tvorcheskogomyshleniya>.
6. Козлова Т.В., Заболотская Е.А., Рыбкина Е.А. Костюм. Теория художественного проектирования: учеб. для вузов. – М.: МГТУ им. А.Н. Косыгина, 2005. – 380 с.
7. Утёмов В.В., Зинковкина М.М., Горев П.М. Педагогика креативности: прикладной курс научного творчества / Учеб.пособие. – Киров: АНОО “Межрегиональный ЦИТО”, 2013. – 212 с.
8. Drapeau Patti. Sparking student creativity (practical ways to promote innovative thinking and problem solving). – Alexandria – Virginia, USA: ASCD, 2014. – p. 6-7.
9. Fayzullaeva N. Pedagogik bilimlar – o‘qituvchi kasbiy mahoratining nazariy asosi //Uzluksiz ta’lim j. – T.: 2006. 6-son. – 102-bet.
10. Kreativ pedagogika / O‘quv qo‘ll. M.H.Usmonboeva va boshq. – T.: “Navro‘z” nashriyoti, 2020. – 6-7-b.