



AN INTEGRATIVE APPROACH TO SHAPING STUDENT'S CREATIVE ABILITIES

Jo'rayeva Malika

Daughter of Ikramovjon Tashkent State Pedagogical University,
Faculty of Pedagogy and Psychology, Group 101 Master

Annotation

This article discusses the integrated approach to the formation of creative abilities in students, the essence of the process of formation of creative skills, four ways to successfully develop creative qualities, the formation and assessment of creative skills, the use of forms of work in the development of creative abilities described in detail.

Keywords: creative ability, integrative approach, creative thinking, competence, information and methodological support, creativity.

Introduction

Improving the quality of training in Uzbekistan, creating the necessary conditions for the training of qualified specialists on the basis of international standards, the introduction of advanced pedagogical technologies, curricula and programs based on international educational standards in the educational process in each higher education institution. The issues of wide introduction of educational and methodical materials, development of modern professional knowledge and creative abilities of students, scientific and pedagogical staff have been identified as the main tasks of qualitative improvement and radical improvement of higher education in accordance with the priorities of the Action Strategy.

Today in the world on the basis of a competent approach to education to increase the competitiveness of graduates, to create modern methodological support for designing the creative educational process through the development of creative competence of teachers, to develop students' creative abilities in the field of professional activity. The issues of increasing the social role in the process of ensuring the quality of education are being studied as one of the current areas. In this regard, it is important to modernize the content of modern vocational education on the basis of advanced foreign experience, to create an innovative learning environment, to further improve the pedagogical mechanisms for developing students' creative abilities through the widespread application of interactive teaching methods and technologies.



Main Part

It is important to create a comfortable classroom environment before students develop creative thinking skills. Students studying in a creative environment gradually become more interested in performing creative tasks, and also tend to think creatively as a result of observing a teacher with creative thinking. depending on the content. If teachers want to be more effective in applying their creative teaching methods and strategies, they need to inculcate this in the minds of students and do their homework diligently to help students clarify their ideas about organizing a creative thinking process. Creative skills and the essence of the process of developing creative skills in students. Paul Torrans, better known as the "Father of Creativity," has identified four creative skills. Her research suggests that these creative skills can be developed and evaluated:

1. Fluency. It is said that a person has the ability to come up with many ideas.
2. Flexibility. The ability to come up with different ideas is based on the word change.
3. Uniqueness. It is said that the ability to come up with something out of the ordinary is unique.
4. Creativity. The ability to expand ideas is based on the word add.

The teacher plays a special role in developing students' creative thinking skills. Students can express their ideas and opinions in a variety of ways in a creative classroom, and they should appreciate that. Students should be free to ask questions, to deviate from the rules and regulations established to further activate the processes taking place in the brain. The teacher encourages students to be creative by coming up with unusual ideas and encouraging them verbally and nonverbally. The teacher's approach to students' creative ideas is important in understanding their possible and impossible conditions. All of these elements are an important part of the teacher-student relationship and ensure student success. Game technologies also enhance students' creative abilities and creative thinking. Games used for pedagogical purposes are called game technologies. Game technologies help to prepare learners for a specific process, to develop in them the basic skills to participate in certain real-life events.

The place and role of game technologies in the learning process, as well as the interaction of game elements and education in many respects depends on the teacher's understanding of the essence, function and types of pedagogical games determined. Like any game, the games used in the pedagogical process have their own purpose and outcome. In the process of globalization and integration of education in the world, the issue of developing the professional training of future professionals is identified as one of the urgent tasks.



According to E.P. Torrens, the concept of "creativity" is based on:

- Put forward a problem or scientific hypotheses;
- Check and change the hypothesis;
- Identify the problem based on the formation of the decision;
- Effectiveness of the contradiction between knowledge and practical action in finding a solution to a problem.

As mentioned, teachers, like all individuals, do not develop creative qualities on their own. Accordingly, research explores a number of ways to successfully develop creative qualities in an individual. Patti Drepeau also shows four ways to successfully develop creative qualities in a person:

Develop creative thinking skills.

Develop practical creative skills.

Organization of creative activity processes.

Use of creative products.

The following is the essence of these paths.

Way 1: Develop creative thinking skills. The emphasis is on developing creative thinking skills, with learners using verbs to express the essence of creative actions. In particular, in order for teachers to effectively develop their creative thinking skills, attention is paid to the presence of the necessary verbs in the questions that encourage learners to think. Using words that encourage learners to think when asking control questions will make it easier for them to think creatively. Therefore, as the first way to form creative qualities in a person, educators should use words that are compelling, antique, unconventional, and compelling.

Way 2: Develop practical creative thinking skills. Educators use demonstrative methods and techniques to shape and develop students' creative thinking skills. Using questions here can only help in the short term, but it does not develop learners' interactivity and initiative.

Way 3: Organize creative activity processes. This approach encourages learners to think creatively in the process of problem solving and advancing innovative ideas. Although creative methods and techniques are not actively used in these processes, creative thinking occurs. In completing the assignment, learners analyze a variety of problems related to the human circulatory system. As a result, there is a lot of thinking and observation in the process.

Way 4: Use creative products. In doing so, the educator may ask students to create a presentation using Power Point or multimedia. During the preparation of the presentation, students actively develop creative thinking skills. Learners can fully express their creative thinking skills in a comfortable environment. If learners have a



fear of failure, fear of misrepresentation, or criticism, they will not be able to effectively form or develop creative thinking skills.

Conclusion

In conclusion, the organization of the teaching process on the basis of ideas, concepts and best pedagogical practices that serve the creative interests and needs of students serves to form a meaningful-functional approach to the development of creativity. Based on the development of students' creative skills, it is necessary to pay special attention to the development of their specialized pedagogical competence, including the widespread use of modern information and communication technologies, innovative strategies, interactive teaching methods and technologies. Experts note that the development of creatively oriented educational programs to ensure the effectiveness of the reproductive, creative-research and innovative stages of development of creative abilities of students in higher education institutions and the development of students' creative skills and abilities. should be evaluated. Improving curricula and technologies aimed at the continuous development of creative competence of teachers in higher education, as well as the creation of modern information and methodological support to develop the creative abilities of students will increase the effectiveness of the process.

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