



## FACTORS FOR INCREASING CREATIVE ACTIVITY AND EFFICIENCY IN SECONDARY SCHOOL STUDENTS

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### Abstract

This article highlights the importance of teaching technology, its important didactic elements, and its key functions to enhance the effectiveness of student learning, as well as the subjective aspects of pedagogical work to enhance students creativity in the learnin process.

**Keywords:** education, learner, effectiveness, pedagogical work, knowledge, creativity, creative activity, educational process, didactics.

Мазкур мақолада таълим технологияси, унинг муҳим дидактик элементлари, уларнинг асосий функциялари, ўқувчиларнинг ўзлаштириш самарадорлигини ошириш, педагогик меҳнатнинг субъектив томонлари, таълим жараёнида ўқувчиларнинг билиш, ижодий фаоллигини ошириш масалалари кўрсатилган.

**Калит сўзлар:** таълим, ўқувчи, самарадорлик, педагогик меҳнат, билим, ижод, ижодий фаоллик, таълим жараёни, дидактика.

В этой статье рассматривается технология обучения, ее важные дидактические элементы, их основные функции, повышение самоэффективности учащихся, субъективные аспекты педагогической работы, а также повышение познавательной и творческой активности учащихся в процессе обучения.

**Ключевые слова:** образование, ученик, эффективность, педагогическая работа, знания, творчество, творческая деятельность, учебный процесс, дидактика.

### Introduction

The introduction of modern teaching technologies in the education system of Uzbekistan, the development of knowledge and creative abilities of students is the basis of educational reform. The development of students' creative abilities is more important than ever, especially in a vocational education system. In addition, the





radical changes taking place in the economy of the Republic as the market relations deepen require new management, the development of effective new methods of teaching in the education system.

According to modern ideas, one of the main tasks of education is to create conditions for the formation and development of students' creative thinking in the teaching process.

In the learning process, children should be given the shortest writing schemes: material outlines and ways to work with them, which allow them to start working directly with new knowledge without learning anything in advance. The abstracts given at the beginning are called orientation maps. At the initial stage, the student can make sure that he knows the material or that questions arise in him and he finds the answer in the teacher's explanation.

P.Y. Galperin himself describes these orientations as follows: "Clear and reliable orientation is important, even if it is not decisive, in the problem of the child's intellectual potential and in the methods of effort. If the landmarks are clearly and consistently represented on the orientation maps, the child will look for them with confidence."

Eighty percent of successful mastery is confirmed to depend on how accurate and well the orientation is performed.

The second stage is accompanied by mandatory supervision in the stages of performing exercises that strengthen new knowledge. Supervision will be focused on helping the student when he or she needs help. It should be borne in mind that the development of one function in the learning process contributes to the development of others, which in turn leads to the development of the individual's intellect and psyche.

It is also important to keep in mind that there are three levels of teaching: understanding, mastering, and applying. Each level of teaching solves its own didactic tasks. Violation of the laws leads to a decrease in the quality of knowledge. This type of impairment leads to a decrease in the quality of knowledge. The need for human interaction of the first and second signaling systems is indicated for comprehension (level of comprehension) of the learning material.

"A system is a set of elements of subordinate systems, which manifests itself as a single unit due to the interaction of its constituents. This requires following the same basic rules of organization of systems consisting of completely different elements and performing completely different functions. Their behavior is determined not by what elements the system consists of, but by how the elements are interconnected. The underlying principle of the systematic approach is the art of abstraction, drawing





attention from the details of this or that subject of discussion to the characteristics that seem to be separated details, identifying the deep connections and connections between them.

All systems, no matter how complex, are manifested in only two types of feedback closed loops:

1. Amplifying (positive) feedback - in which the overall change of the system leads to an increase in the initial state. In other words, the change goes through the system and makes even more change in that direction itself. The amplified feedback pushes the system in the direction it is moving.

Knowledge is an intangible object, but their accumulation and subsequent application is governed by enhanced feedback. The more we know, the more we will be able to know by making connections with what we already know. We have the ability to both expand and deepen our knowledge. Therefore, the less structured the material to be studied, the less effective one can expect from the amplifying feedback effect.

2. Balancing (negative) feedback - in this case, changes in the system as a whole lead to the weakening of the initial change. Nothing grows forever. Eventually, the second type of feedback mechanism is activated. This mechanism is called balancing feedback. These are the mechanisms that resist system change and keep it in balance, otherwise the enhanced feedback could ruin the system.

When there is a difference between the current state of the system and the state required for the system to maintain balance, the balancer feedback in the system begins to work.

One type of feedback is preventive communication. Preventive communication creates predictions that will come true on their own or fail on their own. This effect is rooted in a person's propensity to predict the future, and occurs when an expected, event that has not yet occurred calls for another event that cannot be different in the present life. That is, in this case, the future affects the present. For example, if a person expects failure, he will apparently have it. This is where a psychological setting comes into play at the subconscious level: if there is no hope of success, the question arises as to whether action is necessary. So nothing but success drives that success to success. Extrapolating this trait to the organization of cognitive activity, it is necessary to take into account this fact in psychology: a positively oriented person who works for success in his activity is formed at the expense of motivation to achieve more than to avoid failure.

Feedback is a cycle, i.e. a closed circle, in which it takes some time for this or that impulse to move within its boundaries. The higher the dynamic complexity of the system, the longer it will take for the feedback to pass through all the necessary links.







The reaction rate of the whole system is determined by the speed of the slowest moving joint. The feedback is called the “memory” of the time system, which is required to complete a complete transition cycle across the system and return to the starting point. This is the gap between the cause and the effect, which is not possible to observe directly and we do not know what is happening in the time that elapses. For example, we’ve learned to read at some point, but every time we start reading, the reading seems to come naturally. You will know after a while that you remember something when you refer to these memories. Until then, they are invisibly held in the brain in an incomprehensible way. When there is a time lag between cause and effect, you think there is no consequence, but it can occur suddenly, after a while. Its manifestation lasts as long as the cause that caused it. The impact of industrial chemicals on the environment is the most obvious of these risks. In particular, the introduction of a number of innovative technologies and authoring programs in the education system in the 90s of the last century, in our opinion, reflects its current state. Therefore, in addition to the social, economic and other reasons that have led to the inefficient operation of the education system today, it is also appropriate to talk about the observed legitimate effect of feedback on the education system in the past and over time.

It is generally accepted in the modern scientific literature that creative abilities are a component of a person’s general intellectual abilities, but there is still no general view for the concept of ‘intellect’.

As for the formation of the intellect, we will mention the most attractive epigenetic model for us in modern psychology. It is seen on the basis of this rule: in the development of every human mind there are also limitations associated with heredity and living conditions. Hereditary intellectual potential is realized through a system of social environment constraints. It is mainly manifested in a process that is encouraged and supported when there are adequate conditions. This condition is especially strong in the first 10 years of life and develops.

Obviously, cognitive processes do not stop with the onset of puberty. As a result of continuous intellectual activity, people gain even more knowledge as they age. Will information processing skills develop or will the changes be unique to the person’s competence? Or there is also no consensus on which cognitive abilities change during adolescence and what these changes consist of. Cognitive development in adolescence (12 to 16 years) is characterized by the formation of abstract thinking and the use of metacognitive skills (metacognition) formed at the age of 6–12 years. Metacognition is a complex intellectual process that allows you to constantly control the efforts of your thinking, memory, knowledge, goals. Abstract thinking is thinking at the level of





formal operations, which includes thinking about possibilities and also comparing existence with events that may or may not occur.

Thus, it must be admitted that there is no single point of view on the nature of the intellect, and hence there are no adequate methods of evaluating it. From the point of view of the most modern systematic approach, it can be concluded that intelligence is a systemic property that plays a crucial role in the process of adaptation of the system to changing external conditions and thus contributes to its stability.

Analysis of scientific data shows that there is no single understanding of the concept of 'creativity' as a structural component of intelligence. There are several key approaches to the problem of creative ability:

- Creativity is a situationally stimulated activity;
- There is no such thing as creative abilities;
- Motivations, values, personality traits play a key role in determining the creative behavior;
- Creative ability is an independent factor, independent of intellect;
- A high level of intelligence requires a high level of creative ability and vice versa.

There is still no meaningful answer to these questions in the scientific literature. Why do the same people show mostly adaptive activity while others show positive activity? Why are the creative activities of the same people more productive than those of others? questions have not yet been resolved.

When creating a typology of creativity in the early twentieth century, W. Ostwald spoke about the criterion of originality of scientists, that is, "the ability to evaluate something as the ability to create independently."

"Creative inspiration is always a product of talent, knowledge and daily hard work."

Creative thinking also plays an important role in students' mastery of science and the development of their creative abilities. But creative thinking cannot be measured in the usual way, because the essence of the creative process itself is to go beyond the unknown. Therefore, not all available tests include creative assignments performed and, consequently, do not provide complete characteristics of creative abilities. In particular, research by American psychologists has shown that neither IQ nor school mastery nor erudition have the power to predict creative abilities.

In the creative process, the incomprehensible components of imagination, intuition, mental activity are important. However, no quality of thinking can change as imagined.

Numerous studies have shown that the motivation for success, the motivation for competition, the motivation for social approval, undermine an individual's self-expression and make it difficult for his or her creative potential to emerge.





It is also worth noting this view, which exists in the literature: the need for creativity arises when it is not acceptable or impossible due to external circumstances: the mind supposedly arouses the unconscious. If this idea is accepted instead of an axiom, then it can be used to describe the basic law of nature: the effect is equal to the opposite effect. It can be assumed that the more favorable opportunities created by the environment for the manifestation of creative abilities, the less real opportunities for its manifestation.

In particular, creativity itself is an absolutely individual and irrational process, the strongest impulse of creative activity is internal motivation. It is well known that most communities are not invented, they are usually developed. Einstein says, "I found the most general laws of the creation of the world in an irrational way." New ideas may not be immediately expressed in natural or special languages, because the creative basis of brain activity is the function of superconsciousness (intuition).

These ideas do not deny that effective communication between people allows for a number of endeavors and the creation of values that no individual can achieve.

Analyzing the problem of development of the individual and his creative activity, VVDavidov notes that in the work of a number of experts it is necessary to distinguish between "social-objective innovation" and "individual-subjective innovation" (there are grounds for this). Obviously, the latter belongs to the students of high school and academic lyceums, professional colleges, who make discoveries (novelties for themselves) in the process of learning, independent research activities, mastering this or that field of science. This is manifested in independent conclusions, proofs, finding solutions to complex problems, formulas, derivations of equations, and so on. This helps students realize their full potential. In order to effectively develop the creative potential of the younger generation, it is necessary to create appropriate conditions in education systems, first of all, to provide a knowledge base of activities. Their successful mastery depends on many factors, one of the most important of which is to present the learning material in a form that best suits the characteristics of information perception and processing by students with different styles of cognitive activity. It can be different: to provide students with active individual cognitive activity using the educational-methodical complex, while the didactic material of this complex helps students to develop their creative potential and independently master this or that field of science in the process of research.





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