



FORMATION OF CREATIVE ABILITIES IN TEACHING STUDENTS THE ELEMENTS OF NATIONAL CRAFTS

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Annotation

This article discusses ways to develop students' creative abilities in national crafts.

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Introduction

It should serve to develop their creativity by conveying to students the rich material and spiritual heritage of their ancestors.

First of all, it should be noted that creativity includes a system of ways of thinking and perception that emerged in the course of the historical development of mankind, and it manifests itself as a criterion for assessing the mastery of science and personal experiences. An analysis of the lives and activities of great men, geniuses, shows that great qualities such as a resolute pursuit of a goal in their character played an important role.

If we look at the past, we can see that there are such stages in the history of humanity and society, in which the slow and unprecedented growth of science and technology has created real scientific and technological revolutions, which in turn are huge economic, cultural and social revolutions. -We witnessed that it caused political change.

Ancient history testifies that the period of this revolution in Western Europe began in the second half of the 15th century, while in the East such a revival or a powerful cultural creative movement called the French "Renaissance" took place, especially in Central Asia, long before Western Europe in the IX-XI centuries. The great scholars of the peoples of Central Asia are Muhammad ibn Musa al-Khwarizmi, Ahmad ibn Muhammad al-Farghani, Abu Nasr al-Farabi, Abu Mansur ibn Iraq, al-Bozjani, Abu Sahl al-Masihi, Abu Abdullah al-Khwarizmi, Abu Rayhan Beruni, , Abu Ali Ibn Sina, Mahmud Qashqari, Abul Qasim Mahmud ibn Umar az Zamakhshari and many others lived and worked during this period.

We see many examples of the transmission of talent from generation to generation in the applied arts. For example, the art of metal carving by Lutfulla Fozilov from Kokand and Madraim Otajonov from Khiva has been passed down from generation to





generation. The Jurakulovs have been practicing pottery for 300 years. Tashkent-based sculptor Toir Tukhtakhodjaev, musician Usmon Zufarov and similar masters continued the art of their ancestors.

From ancient times the people have noticed that the external environment and genetic relations play a certain role in the formation of a certain creative ability in a person. In the ancient Spartan state of slavery, people tried to create acceptable people for that state, but history has shown that this event led to a sad situation.

Later, a number of researchers described their genealogies in systems and diagrams based on the creative abilities of the geniuses.

Speaking about the importance of genetic laws in the formation of creative abilities, the scientist of genetics (genetics-animal and plant heredity, the science of its variability) attaches great importance to social conditions. "Man," he says, "is a social organism, so he cannot live without a social environment." In the 1930s, the problem of individual creativity and genius was studied in close connection with the processes of heredity and variability.

In our opinion, creativity in national handicrafts is the uniqueness, creativity, independent thinking of each work, which further enhances the attention of each student in revealing the creative abilities of students, introducing innovations to the beauties of nature, the development of more attractive patterns, creative patterns.

Here are the thoughts of Abu Nasr al-Farabi, a mature scholar of his time, a multi-lingual philosopher, mathematician, and physician, who in the East called Aristotle the "First Teacher" ("The First Teacher"). There is a need to emphasize the enormous role of the peoples of the world, including the peoples of East and Central Asia, in the emergence and development of the pedagogical theory of human perfection. He explains the essence of ability as "... the abilities and learned voluntary actions that prevent a person from achieving his goals are human evil and, conversely, the abilities and learned voluntary actions that help a person achieve his goals are human good." He also stressed the importance of human ability, saying, "The highest goal of human life is to achieve happiness. Man's happiness depends on his ability and will. If a person strives for mental perfection, just as he strives for higher perfection, he will undoubtedly attain the ultimate level of happiness he aspires to."

Pharaoh does not recognize innate absolute ideas and genius abilities. But innate qualities must be subordinated to intellectual qualities. Man's virtue in profession and art is not innate. "If the virtue of a profession were innate, kings would not be willing and active, but the monarchy would be a natural obligation of nature, which they could only achieve naturally." it takes great strength and power to form morality, decency,





image, profession, habit, and will. This is done in two ways: that is, through education and upbringing.

The ability to be creative arises only through the inevitable and complex interaction of a particular genetic possibility with social and historical conditions.

All this is inseparable from the essence of human activity, which is the product of the environment and education associated with social relations, and is explained by the result of his normative and creative work.

According to the famous scientist G. Mendel, everyone has "signs" of a certain creative ability, but he emphasized that their development depends on the creative work that takes place under certain conditions of social development.

The social formation of abilities is a very complex process of the interaction of stability and variability. This process is inseparable from the genetic perspective of the problem. The dialectic of solving this problem requires the recognition of the dialectical interaction of social and genetic phenomena in this process. Such interactions imply the interaction of stability and variability processes of opportunity and reality. The social factor is a necessary and basic condition for the formation and manifestation of hereditary "signs" of a particular creative ability. Opportunistic hereditary "signs" can become a reality only through social factors. Hereditary "traits" that result from a particular combination of genes remain outside the social context, with only a dry, abstract, or superficial possibility. However, certain hereditary "signs" of a certain ability must be objective, because in any acceptable social situation there is nothing out of nothing. Indeed, for example, by giving the incompetent composer the same social conditions as in the pamphlet, he cannot be a great artist, let alone even close to him.

Creativity in the broadest sense is an insignificant and skillful solution to a problem, and as a rule, with non-specialized means or resources. It also means the ability to solve problems in a simple, non-standard way.

The term creative is derived from English, and the lexical meaning is to create, to create, to create. In some sources, it is interpreted as "Creativity-English create-create, creative-creativity, creativity." Below are the Russian definitions of this term.

The Latin pronunciation of creativity is "creo-create, create" and its definition in Russian is as follows.

At this point, in some sources, the lexical term "creative" (creation or creation) is challenged in the text as "creative ability". We will try to explain this by the fact that "creative" is part of the talent mentioned in the above Russian definition.

The lexical meaning of talent is "Talent (Arabic) - power, might, ability" which corresponds to "creative - to create, to create." If we use the term "gifted" in relation





to the activities of a student, it is called "gifted student". Also, if we use the term directly in relation to the problem of developing their abilities, it makes sense to say "developing the talents of the students" rather than "developing the talents of the students".

It follows that the term is "talent" in the general lexical sense; "gifted" in relation to a person; and the individual's ability is called "giftedness." The same can be said for "creative", "creative", "creative", in which case, if we apply it to the ability of students, it is not "developing the ability of students to be creative", but the creativity of students (creative creativity). ability development" makes sense. Instead of creativity, in Uzbek (as shown in parentheses above) it is possible to say "creative creativity" or "creative creativity", because it is natural that a simple artist and a creative artist are different. Based on the above analysis of the term "creative" in the lexical sense, the Uzbek definition of creativity is characterized by the readiness of the individual to create fundamentally new ideas that differ from the traditional or generally accepted patterns of thinking) creative ability".

Creativity is a person's ability to make creative decisions, understand, accept, and create radically new ideas.

In everyday life, creativity is an invention - the ability to achieve a goal, the ability to use the environment, objects and situations in an unusual way, to get out of a seemingly hopeless situation.

In general, the use of different tests of different thinking, personal questionnaires, and performance analysis methods to assess creativity in students gives good results. Situations that are incomplete or open to combining new elements can be used to develop creative thinking, and students are encouraged to ask a few questions.

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