



DEVELOPMENT OF STUDENTS' CREATIVITY AS A PSYCHOLOGICAL AND PEDAGOGICAL PROBLEM

Mohira Kuvvatova

Termez State Pedagogical Institute
Theory of preschool education teacher

Abstract:

The process of developing the creativity of future bachelors of pedagogical education requires scientific justification and methodological support due to insufficient cognitive, theoretical and practical significance. That's why we tried to present our article on this topic. We can learn how to develop the creativity of future students.

Keyword: knowledge, skills, skills, creativity, pedagogical orientation, creativity, divergence, competence

Introduction

Higher professional education received by students not only ensures the development of knowledge, skills and abilities, but also provides a real opportunity for self-realization of the professional creativity of graduates. The development of the creativity of future Bachelors in this regard has become especially relevant in teacher education[2].

Development of the readiness of the future Bachelor of pedagogical education for pedagogical activity M.S.Reviewed by Yemes. With the formation of professional competence of future Bachelors of pedagogical education L.A.Ugarov, aspects of the development of independent activities of Bachelors of the future pedagogical direction E.D.Listed in krainova's research.

S.A. Novoselov, A.B.Goffman, N.A.Koveshnikova, V.F.The works of Sidorenko are devoted to general and private issues of design and education.

Analysis and Results

The problem of creativity and creativity is called the problem of the century by scientists-psychologists. Despite the many existing definitions of creativeness (more than 100), there is still a single opinion about what keativeness is yemas. The first theoretical and practical research in this regard belongs to the American psychologist Joy Paul Guildford who introduced the term "creativity" in 1959, calling it a separate type of thinking - divergent ("divergent, going in different directions") thinking, which provides many ways to solve a problem, brings unexpected conclusions and





results. Such thinking is compared with convergent ("convergent"), which is aimed at a single correct solution[4].

J. According to Gilford's theory, the difference between divergent thinking and convergent thinking lies in the mental search for a solution to a given problem, which is carried out in different directions of the semantic space depending on the content of the issue representing peripheral thought[15]. Despite the fact that the concept of creativity is considered the subject of research in Psychology, its interpretations are also given in other sciences, among which definitions in philosophy and pedagogy are of the greatest interest to our research. From the point of view of philosophy, creativity is the ability to think creatively, the creative principle, the activity of people, changing the natural and social world in accordance with the goals and needs of a person on the basis of objective laws of vagyelik[5].

In pedagogy, creativity is considered from the point of view of problem situations, and in general the ability to make decisions is countless tasks in constantly changing conditions. The ability to make decisions in different situations also represents the following set of competencies[16]:

- ability to express one's own needs and interests;
- ability to find other sources of information;
- being able to make decisions in different pedagogical situations;
- the ability to create original ways to solve the problem

Psychology is the concept of creativity interpreted different:

the associative theory considered creativity from the point of view of the emergence of associations;

gestalt psychology - from the point of view of effective thinking, psychoanalysis - from the point of view of the formation of creative energy and motivation for creative activity, humanistic psychology.

through motivation and self-realization[6].

- Summarizes all these psychological approaches, the definition of which, in our opinion, is given in the dictionary of psychology: "creativity" - the creative potential and abilities of a person, manifested in mental behavior, emotional-emotional processes of action, in the process of communication. with other individuals, as well as in different forms

- activity, initiative, creation of certain objects, products of active activity
- reproduction-activity related to production "

Until now, the issue of setting concepts remains controversial[7].

"Creativity" and "creativity". Initially, most researchers considered creativity as part of a general approach to the study of the psychology of creativity. T.A.As Rebeko





writes, There are two approaches to the study of creativity: the first determines the essence of creativity and creativity, the second describes the essence of creativity in terms of creativity. In modern foreign studies of creativity, there are different approaches.

N.M. Gnatko distinguishes the concepts of "creativity" and "creativity" and defines them as two sides of a single circle of phenomena, in which creativity is the processual-productive side of this unit, and creativity is the conditioning side of the subject[8].

Representatives of the methodological approach understand creativity as a function problem situations and identify features of the problem-solving process throughout creativity. In the works of Russian scientists, creativity is understood as a social phenomenon and a mechanism for development, a characteristic feature of nature and society. The main feature of creativity is the ability to create something new, original[17]. E.S.Rapasevich believes that the types of creativity depend on human activity: the production of scientific and new knowledge, the creation of works of art - new art, methods, forms, principles, content, pedagogical systems for the development of pedagogical - new creative activity.

Currently, there are conflicting opinions on the relationship of the concepts of "creativity" and "creativity". There are three approaches to this issue[9]:

The concepts of "creativity" and "creativity" are synonymous, that is, the study of creativity is carried out within the framework of the psychology of creativity, these concepts are inseparable.

Creativity is studied as a separate phenomenon, which is understood as the formation of personal novelty and significance of the subject[18]. Creativity is considered as a phenomenon that reflects the processes of interaction of innovation created by the subject of activity with the existing socio-cultural context. That is, creativeness is understood as the construction of new possibilities of the subject, and creativity is understood as the creation of new opportunities for culture as a whole. Similar views E. Picard and M. Boden [188] (individual personal and social creativeness) expressed[10].

1. Creativity acts as a separate area of study of creativity and is considered as an internal resource, human potential. Say, Either.A.Ponomarev offers a holistic concept of creativity as a psychic process and distinguishes creativity as an aspect of the creative potential of a person.

We also follow this approach, since the study of creativity as one of the aspects of creativity helps to observe all the uncertainty and complexity of its manifestation. In



addition, creativity in this case can be learned by connecting it with the laws of general creativity.

Today in foreign psychological and pedagogical research there are many definitions of the concept of "creativity:

J.Gilford believes that creativity is the ability to revise the functions of an object, to use it on a new scale. In his opinion, conformism is not characteristic of a creative personality. This allows him to explore paths that other people do not dare to enter, fearing to look funny, a creative person is distinguished by a little dogmatism and uncertainty in ideas about life and society, as well as about the meaning of his actions[11].

Ye.P.Torrens emphasizes sensitivity to problems and their perception as a factor of keativeness; as well as their knowledge, ability to seek solutions, sensitivity to disharmony, dissatisfaction with the formation of assumptions, hypotheses, as well as J, which characterizes creativity from the point of view of thinking. Guildford agrees.

In his opinion, creative thinking is the process of "feeling difficulties, problems, gaps in information, missing elements, bias in something;

- it is the assumption of deficiencies and the formulation of hypotheses, the evaluation and verification of assumptions and hypotheses[12];

- the possibility of revising and verifying them and, finally, generalization and results".

Based on the studies carried out, he came to the conclusion that the development of creativity is greatly influenced not by genetics, but by the culture in which a person was brought up, and experimentally proved: creativity can be removed through special training.

K. Taylor determines the following indicators of creativity: the productivity of thinking, the ability to plan activities, the predictability of actions, the ability to make decisions and implement them, generalize.

A.Maslow understands creativity as a quality that can be applied to any task in life. In his opinion, creativity is a quality inherent in every person from birth, but lost by many under the influence of the environment[13].

Conclusion/Recommendations

A.Maslow believes that intellectual ability is a necessary, but not the only condition for the manifestation of creativity. A.Maslow believes that motives, values and personal characteristics play a key role in actualizing creativity[14]. A creative person is characterized by such characteristics as cognitive abilities, sensitivity to problems,



independent thinking. We have created a structural and meaningful model for the development of the creativity of future Bachelors of pedagogical education, in which the goals, objectives, principles, stages, components, forms, methods, tools, pedagogical conditions, criteria and result. The introduction of this model into the educational process is to increase the level of students' knowledge, have a positive effect on their motivation; solve the problem of the content of students' professional training, choose the necessary teaching technologies, develop the specificity and fluency of students' thinking.

REFERENCES:

1. Abulkhanova-Slavskaya, K. A. Psychology and personality consciousness / K. A. Abulkhanova-Slavskaya. M: Nizami h., 1999.-- 224 B.
2. Adams, L. D. Thinking Stream / D L. Adams. M: Former, 2008.--
3. Adolf V. A., Stepanova I. Yu. Konkurrentosposobnaya omodagii professioni baroi adjectivan krestyanina. // S. A. Adolf I. Yu. Stepanova / Rossiyanina Alii Maarif, 2007, No. 6. S. 77-79.
4. Rahmonova, M. (2021). Patriotic ideas in the works by fitrat: theoretical and practical harmony. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(2), 1466-1474.
5. Xasanovna, R. M. (2022). ZAMONAVIY TADBIRKOR AYOL PSIXOLOGIYASINING MUHIM KOMPONENTLARI. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI, 394-396.
6. Khasanovna, R. M. (2022). The uniqueness of personality traits in modern entrepreneurial women. *ACADEMICIA: An International Multidisciplinary Research Journal*, 12(6), 304-307.
7. Juraevna, D. G. (2022). Preparing young boys and girls for family life. *Web of Scientist: International Scientific Research Journal*, 3(6), 1513-1517.
8. Khamzaeva, D. S. (2020). THE PROBLEM OF SEASONALITY IN TOURISM. *Theoretical & Applied Science*, (11), 337-340.
9. Samarovna, X. D. (2020). RAQAMLI IQTISODIYOT SHAROITIDA TURIZM INDUSTRIYASINING TARAQIY RIVOJLANISHIDA TURISTIK MAHSULOTLAR TAKLIFINI MAVSUMIYLASHTIRILISHI UCHUN USLUBIY YONDASHUVLARNING SHAKLLANISHI. Иқтисодиётда инновация, (SPECIAL 2).
10. Пулатова, С. Ю., & Хамзаева, Д. С. (2019). ТУРИЗМ В СИСТЕМЕ МЕЖДУНАРОДНОЙ ТОРГОВЛИ. *Интернаука*, (5-1), 21-22.



11. Khamzaeva, D. S. ASSESSMENT OF THE SEASONAL FACTOR IN REGIONAL TOURISM AND THE WAYS OF ITS USE. Happy New Year 2021..., 25.
12. Norqobilova, R. D., & Xoliyeva, S. (2022). Eastern Scientists Views on Speech. Web of Scientific Research Journal. ISSN, 2776-0979.
13. Norqobilova, R., & Irohimova, S. (2022). Pedagogical and psychological Factors of using the heritage of Asian thinkers in the formation of ecological thinking in primary school science classes. European Journal of Humanities and Educational Advancements. <https://www.scholarzest.com>, 3(06), 2660-5589.
14. Norqobilova, R. D., & Nazarova, P. Pedagogical Possibilities of education of young generation at Abu Rayhan Beruni teaching. Web of Scientific Research Journal. ISSN, 2776-0979.
15. Norqobilova, R., & To'Rayeva, M. (2022). Importance of talent in child development. Web of Scientist: International Scientific Research Journal, 3(7), 56-61.
16. Шаббазова Дилфуза Рузикуловна (2020). Особенности развития творческой деятельности учащихся начальных классов. Вестник науки и образования, (10-2 (88)), 88-91.
17. Салохитдинова, Н. М., & Эрданаев, Р. Х. (2021). РАҚАМЛИ ДУНЁ ШАРОИТИДА ТАЪЛИМГА ИННОВАЦИОН ЁНДАШУВНИНГ ПЕДАГОГИК АСОСЛАРИ. Academic research in educational sciences, 2(NUU Conference 1), 271-274.
18. Салохитдинова, Н. (2021). Development prospects of primary education integration (on the example of exact and natural sciences). Общество и инновации, 2(7/S), 221-225.

