



## IMPROVING THE METHODOLOGY OF EXPRESSING THE CREATIVE POTENTIAL OF STUDENTS ON THE BASIS OF THE PRINCIPLE OF DIVERSIFICATION

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### ANNOTATION

Today, in the world, on the basis of a competent approach to education, increasing the competitiveness of students, developing their creative competence, creating a modern methodical support for the design of the creative educational process, developing creative abilities of students directed to the fields of professional activity, the issues of research as one of the current directions is being done. From this point of view, it is important to create an innovative educational environment based on advanced foreign experiences, to further improve the pedagogical mechanisms of developing students' creativity based on the wide application of interactive teaching methods and technologies. In this article, effective ways to develop creativity in students, thoughts on creating new ideas in the process of education and training for them to acquire creativity are highlighted. This article can be widely used by students, doctoral students, and independent researchers.

**Keywords:** diversification, professional-creative activity, creative character, expert, interactive method.

### INTRODUCTION

Professional growth and development of a student as a specialist is manifested in the form of a systematic creative process. The formation and development of a creative person depends on the mutual compatibility of changes in his inner and outer world, socio-economic conditions, and human ontogeny - the content of activity that requires continuity and succession from the beginning to the end of his life[1].

It is known that it is today's demand to develop methods and tools for effective organization of activities of students as specialists, at the same time, to develop creative thinking and ensure sufficient mastery of personal qualities of a creative nature. In this process, students' creative thinking based on the principle of diversification is important.

As we all know, diversification (lat. diversifi catio - change, diverse development) is the expansion and renewal of the fields of activity of enterprises (unions) and the types of products they produce.





Diversification is carried out to achieve higher efficiency in production, obtain economic benefits, eliminate bankruptcy and other purposes[2].

The process of diversification in the countries of the world began to develop in the mid-50s of the 20th century. Initially, it was created in the USA, Japan, and Western European countries. Therefore, the nature of diversification is determined by the socio-economic factors of these countries, as well as general factors belonging to other countries (scientific and technical revolution, struggle for high profits, competition, not to be left behind by technical progress, etc.).

## **ANALYSIS AND RESULTS**

And creativity (lat., ing. "create" - to create, "creative" creator) - describes the individual's readiness to produce new ideas and expresses the meaning of creative ability that is part of talent as an independent factor.

### **There are stages of formation of a creative personality, which are:**

1st stage: mastering the theoretical and methodological foundations of such disciplines as pedagogy, psychology, philosophy, aesthetics.

Stage 2: Formation of the skills of practical application of acquired theoretical knowledge during continuous and continuous pedagogical practice, as well as during practical training and independent education[3].

Stage 3: To achieve the transformation of practical skills into qualifications based on independent study and creative research.

4th stage; Psychological preparation for effective organization of professional activity based on existing theoretical knowledge, practical skills and qualifications.

It is worth noting that the professional growth and development of a person as a specialist is manifested as a process. Professional maturity is an important period of human ontogenesis, starting with professional growth and development ideas (ages 14-17) and ending with professional activity (ages 55-60).

A future pedagogue does not become creative by himself. His creative ability is formed over a certain period of time through consistent study and work on himself, and it gradually improves and develops[4].

A future pedagogue should pay special attention to solving problematic issues, analyzing problematic situations, and creating creative products of a pedagogical nature when organizing creative activities.

The following factors hinder the development of creativity in a person:

- 1) avoiding risk;
- 2) allow rudeness in thinking and behavior;



- 3) underestimation of personal fantasy and imagination;
- 4) to be subordinate to others;
- 5) thinking only about success in any case.

In modern conditions, it is necessary for a pedagogue to have the qualities of creativity[5]. Peculiar aspects of the development of creative abilities in students in the formation of professional-innovative training of future specialists in the scientific research of pedagogical scientists O. Jamoliddinova, O. Musurmonova, M. Urazova, N. Egamberdieva, E. Yuzlikaeva, SH. Sharipov, SH. Shodmonova, social factors influencing the development of creativity qualities, individual activity, as well as ways and forms of forming critical, creative thinking in students, existing pedagogical conditions, didactic support, as well as the content of pedagogical creativity are highlighted.

Organization of a free educational environment that serves the creative development of students, creation of creative developments (products) by means of innovative education and information and communication technologies A. Abduqadirov, N. Azizkhodjaeva, U. Begimkulov, J. Yoldoshev, Y. Kruglova, I. Ridanova, V. Slastenin, N. Sayidahmedov, O'. Tolipov, G. Chijakova, B. Khodjaev based on scientific research[6].

In recent years, in the educational system of leading foreign countries, special and serious attention has been paid to the issue of formation of creative qualities in pupils and students. Bronson, Merryman (2010), Ken Robinson (2007), Fisher, Frey (2008), Begetto, Kaufman (2013), Ali (2011), Treffinger (2008), and b. many studies conducted by, can be seen from their results. In their view, the missing factor in training is creativity.

In order to fully understand the general essence of the process of developing creative qualities in a person, it is necessary to first understand the meaning of the concept of "creativity". According to Ken Robinson, "creativity is a set of original ideas with their own value" (Azzam, 2009)[7].

And Gardner explains the concept in his research as follows: "creativity is a practical action performed by a person, which should reflect a certain novelty and have a certain practical value." In terms of Emebail's (1989) approach, creativity means "the possession of highly unusual skills along with thorough knowledge of a specific domain." Many studies have different views on the relationship between intelligence and creativity. One group of researchers claims that there is no connection between them, while the representatives of the second group claim that the level of creativity and intelligence are related to each other (Kim, 2005).



The concept of "creativity" reflects cultural diversity. For Westerners, creativity is generally considered a novelty[8]. They focus on the existence of unconventionality, curiosity, imagination, sense of humor and freedom at the basis of creativity (Murdock, Ganim, 1993; Shternberg, 1985).

Oriental, on the contrary, understand creativity as a process of rebirth of goodness (Hui, Sternberg, 2002; Rudovich, Hui, 1997; Rudovich, Yue, 2000).

Although Westerners and Easterners have different views on creativity, representatives of both cultures highly value this quality and its possession (Kaufman, Lan, 2012).

Many teachers believe that they do not have the ability to be creative. This can be justified for two different reasons:

firstly, most teachers cannot adequately explain what the concept of "creativity" actually means[9];

secondly, they are unaware of what qualities are directly reflected in the basis of creativity.

At this point, it is worth noting that every person has the ability to be creative by nature. So, how can teachers demonstrate their creativity?

Here's Patti Drapeau's advice: "If you don't think you're creative, I suggest you start organizing creative thinking classes now. In fact, it's not about whether or not you are creative and creative, but about organizing classes in the spirit of creativity and trying new ideas in practice."

According to Patti Drapeau, creative thinking is, first of all, comprehensive thinking about a specific issue. Multidisciplinary thinking requires students to rely on multiple ideas when completing assignments, problems, and tasks. In contrast, one-sided thinking is based on only one correct idea. In observation, it is impossible to deny one of the one-sided and multi-sided thinking on the issue. Therefore, one and all-round thinking is equally important in the formation of creativity[10].

In foreign countries, teachers, like specialists in all fields, determine whether they have creative qualities and their level. For this, they pass a test based on E.P. Torrens in 1987, which determines whether a person has creative thinking. This test provides an opportunity to evaluate the creativity of a person and its level according to such criteria as activity in organizing creative activities, quick thinking, originality and refinement[16]. The answers to the questions suggested by the reader should reflect these four criteria. According to E.P. Torrens, the following is explained on the basis of the concept of "creativity".

- to put forward the problem or scientific hypotheses;
- checking and changing the hypothesis;





- identifying the problem based on the formation of decision results;
- knowledge and practical actions in finding a solution to a problem
- sensitivity to mutual opposition

Creative thinking can be clearly reflected in every social sphere[11]. The teacher's creativity is reflected in his creative approach to the organization of professional activities organized by him. In recent years, this situation has been expressed by the concept of "pedagogical creativity".

Pedagogical creativity is the ability of a pedagogue to create new ideas that serve to ensure the effectiveness of the educational process, as well as to positively solve existing pedagogical problems, unlike traditional pedagogical thinking.

While solving problematic issues and situations, the pedagogue's creative approach to finding a solution to the problem helps him develop emotional and volitional qualities. By putting problematic issues in front of him, the teacher confronts the evidence that contradicts his existing knowledge and life experiences. As a result, he feels the need to work on himself, study independently[12].

The pedagogue's scientific and research work and the implementation of scientific or creative projects further develop his creativity potential. A student's creativity is manifested in his thinking, communication, feelings, and certain types of activities. As it has been said, creativity qualities do not develop spontaneously in future pedagogues, as in all individuals.

Accordingly, there are a number of ways to successfully develop the qualities of creativity:

Way 1: use of creative products (developments). In this way, the pedagogue can give students the task of creating a presentation using Power Point or multimedia. Students actively develop creative thinking skills during the preparation of the presentation. Learners can fully express their creative thinking skills in a comfortable environment. If learners have a feeling of fear of failure, if they hesitate to express their thoughts incorrectly, if they are criticized, in such a situation, it will not be possible for them to effectively form or develop creative thinking skills[13]. It is possible to successfully form the skill of creative thinking only by turning creativity into a habit in learners. In this process, the methods and tools used by them to assess the content of the subject and creative thinking skills are of great importance.

Way 2: development of practical creative thinking skills. Educators use instructional methods and methods to form and develop creative thinking skills in students. In this case, the use of questions can only help in the short term, but it does not develop interactivity and engagement in learners. In her work, Patti Drapeau presents a



number of ways and methods that are effective in developing interactivity and creative thinking skills in learners.

## CONCLUSION

- Working with websites;
- visualization;
- taking into account all points of view;
- use of important ideas in different situations and appropriately;
- such ways as symbolization;
- "Mental attack";
- Methods such as "Case-study".

The development of creativity in students requires the appropriate organization of the teaching process, depending on the level of knowledge, level of mastery, source of education, didactic tasks of students in mastering educational content[14]. It is assumed that the following pedagogical conditions must be followed:

- to determine the inclinations of students to acquire creative activity, to form knowledge needs and to provide an environment for the manifestation of independence in the educational process;
- to create a comfortable opportunity for students to think creatively, to accept various thoughts and ideas expressed by students with tolerance and to ensure their activity in the educational process, to establish confidence in each student that he is capable of creative thinking, regular stimulation of their creative activities;
- individualization of the educational process based on the characteristics, needs and intellectual potential of the student;
- formation of individual, small group and team work skills in students, expansion of their creative capabilities, encouraging them to accept non-standard solutions along with ready-made standard solutions in solving problems[15];
- selection and implementation of interactive training forms and methods that allow to practically re-develop and improve cognitive knowledge, which is the basis of the development of creative activity.

Factors that develop students' creativity:

- development of creative thinking skills, formation of creative activity, research of educational process and strengthening of problematic research directions;
- organization of situations for creative problem solving and development of creative activities of students;
- to achieve that students approach the experience of creative activity as a professional necessity and a component of the content of professional activity in the future;





-to direct the process of development of students' professional skills and abilities on the basis of working on interactive methods and technologies, showing independent creative activity, independent learning, self-education, self-knowledge, self- to have z status, to activate students' abilities to work independently, to achieve their creative thinking in the process;

-it was found that it consists of creating a favorable creative cooperation environment for students to show their creative abilities.

-In short, it is necessary to systematically study the pedagogical needs, interests, and directions of special importance of students.

Also, organizing the teaching process on the basis of ideas, concepts and advanced pedagogical experiences that serve to satisfy the creative interests and needs of students serves to form a meaningful and active approach to the development of creativity. Based on the development of students' creativity skills, it is appropriate to pay special attention to the development of their specialized, i.e., pedagogical creativity competence, in which the wide use of modern information and communication technologies, innovative strategies, interactive educational methods and technologies is appropriate.

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