



## THE SIGNIFICANCE OF CREATIVITY DEVELOPMENT IN THE PEDAGOGICAL PROCESS

Gulsanam Sanayeva,  
Teacher of Shahrizabz State Pedagogical Institute

### **Abstract:**

Creativity is the creative potential of a person characterized by the readiness to accept and create radically new ideas that depart from the structure or strategy of construction. The unusualness of thinking is explained by the characteristics of a person's personal quality. "Creativity", "creative person", "creative success" - these concepts of modern society are indicators of professionalism.

**Key words:** thought, personal quality, creativity, idea, creative potential, hypothesis.

### **Аннотация:**

Креативность – это творческий потенциал человека, характеризующийся готовностью принимать и создавать принципиально новые идеи, отходящие от структуры или стратегии построения. Необычность мышления объясняется особенностями личностного качества человека. «Творчество», «творческая личность», «творческая успешность» - эти понятия современного общества являются показателями профессионализма.

**Ключевые слова:** мысль, личностные качества, креативность, идея, творческий потенциал, гипотеза.

To determine creativity, not only tests are used, but also special questionnaires with lists containing various situations, feelings, interests, behavior patterns characteristic of creative people. These questionnaires can address not only the subject, but also the people around him. Evaluations of experts (scientists, artists, inventors) are used to create an analysis of creative products. This type of assessment is always based on public opinion.

Indeed, Gilford distinguished nine hypothetical intellectual abilities that describe creativity (Gilford J., 1988).

- 1) fluency of thought - the number of ideas that occur per unit of time;
- 2) flexibility of thought - the ability to switch from one thought to another;
- 3) originality - the ability to produce ideas that differ from generally accepted views;
- 4) curiosity - sensitivity to the problems of the surrounding world;





- 5) the ability to develop a hypothesis;
- 6) abnormality - logical independence of the reaction from the stimulus;
- 7) fantastic - complete isolation of the response from reality when there is a logical connection between the stimulus and the reaction;
- 8) the ability to solve problems, that is, the ability to analyze and synthesize;
- 9) the ability to improve the object by adding details.

At the current stage, the development of creativity in the pedagogical process is considered urgent, because today the problem of finding tools for developing abilities related to the creative and mental activity of primary school students is very important in school. The society's need for people who have a non-standard, creative approach to any changes, who can solve existing tasks and problems in an extraordinary and high-quality way is also increasing. These needs are related to the acceleration of the pace of social development and, as a result, the need to prepare people for rapidly changing living conditions.

The standard of general education describes the "graduate portrait" of the school, which is "a creative and critical thinker, an active and purposeful perception of the world, who understands the value of education and science, work and creativity for a person, and defined as a self-aware individual. society." The most important personal qualities of a modern student are his initiative, creative thinking, finding non-standard solutions, the ability to choose a path and the desire to learn throughout his life. All this indicates the need of modern society, state, school and education in general to develop an active and creative thinking person.

Knowing a foreign language allows you to look at the world in a new way.

By using a different language, you can better understand how people of different mindsets express themselves and share their ideas. Only this allows you to significantly expand your horizons and look at things from different perspectives, which makes you a versatile person.

The process of learning a foreign language allows you to better understand and use body language. When learning a new language, in order to better understand the interlocutor during the conversation, not only the meaning of his words is monitored, but also many other things: pronunciation, intonation, facial expressions and gestures. Thus, in addition to a foreign language, we also learn body language.

After enough time of practice, when you are speaking in your native language, you may notice that you are following the other person's speech style involuntarily, as in the previous case.

While learning a foreign language, you will develop improvisational skills. Trying to convey the idea to the interlocutor in his native language, sooner or later you will be





faced with a situation where you will not be able to find the right words. In this case, you will have to use new words, change the phrase.

In such situations, you need to make quick decisions and improvise. The more often it is communicated, the more the skill develops.

Regular exposure to other languages improves memory and thinking processes.

It's no secret that when learning a new language, you need to memorize a lot of new words, phrases and grammar rules. By doing this regularly, the brain is trained to remember new information, thereby improving memory and the ability to recall information.

In addition, during training, you can learn special methods that contribute to quick and effective memorization. I suggest to focus on two good methods, Mnemonics is a technique that allows you to remember information by forming associations.

The method of interval repetition is a method of storing information in memory, which consists in repeating the memorized educational material at certain, continuously increasing intervals. As a result of using this method, knowledge is quickly stored in long-term memory.

### **List of References:**

1. Gladwell, Malcolm. The Outliers. 2008. Little, Brown and Company.
2. Quito, Anne. Drawing is the Best Way to Learn, Even If You're No Leonardo Da Vinci. September 15, 2018. Quartzly.
3. Kuepper-Tetzl, Carolina. The Benefits of Longhand Notetaking Versus Slide Annotations. May 31, 2018. The Learning Scientists.
4. <https://youglish.com/>
5. Dabrowska, Anna. Serendipity In Learning: Is Planning For Everything Ideal For Learners? April 25, 2015. informED.

