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FUNDAMENTALS OF CREATIVE THINKING SKILLS DEVELOPMENT IN STUDENTS

Abstract: In this article, it is aimed to talk about the basics of the development of creative thinking skills in students, to study the concept of creativity from the scientific and pedagogical point of view, to address the issue of analyzing aspects of its manifestation in the activities of primary school teachers.

Key words: creativeness, creative teacher, teacher personality, as an important factor of creativeness, pedagogical activity, pedagogical skill.

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Introduction

One of the efforts of the Republic of Uzbekistan in reforming the educational sphere is to ensure that the teaching staff works in a way that is consistent with the modern requirements, have the necessary knowledge, skills, qualifications, and culture to educate a fully developed individual in all aspects demand continues. And this is the law of self-education and educational work the learner brought to the subject of pedagogy the concept of "creativity". Especially today's development of scientific knowledge, the impact of creativity on the development of the individual, society, and requires in-depth study of this issue from a scientific pedagogical point of view. Especially in secondary schools, there is a social order in which the teacher develops the creativity of the staff, and in this regard, it is required to carry out scientific pedagogical research. However, to date, this problem has been analyzed and studied in many Western countries, as well as in Russian countries. For example, N.Y. Nechaev, Y.A. Ponomarev, B.M. Teplov, D.V. If scientists like Ushakov studied the issue of creativity in a general way, then N.A. Berdyaev, V.S. Bibler, V.N.Y. Drocinin, P.A. Florensky analyzed the spiritual, psychological aspects of creativity. E.Y. Artemeva, A.Y. Agafonov, M.M.

You're Lucky, E.N.Y. In the scientific work of Leontes, creativity is analyzed as the quality of an individual, and the issues of diagnosing creativity are analyzed. In particular, the development of methods for diagnosing creativity is one of the main problems in the field of science. By the 21st century, this term began to be used in the educational sphere of the Republic of Uzbekistan. Especially in innovative pedagogy, which began to form as a separate and young branch of a pedagogical science, we encounter this term bot-bot. C.G. Yoldoshev in the scientific work of many pedagogical scientists, such as Mavlanova, was analyzed as a separate indicator of innovative activity. R. A. Mavlanova in her training manual "Pedagogy in primary education, innovation, integration" emphasized what is creativity itself, the issues of its formation. In the manual, the content and essence of the concept of creativity are analyzed in depth. But creativity scientific-theoretical, scientific-pedagogical characteristics of the subject are not defined as a special scientific research subject. Especially elementary education is one of the types of education that leaves a deep imprint on the life of every child, and at this stage of education, teachers are given great responsibility. That is, the creative activity of primary school teachers still requires special study. In the period of

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information flow of the 21st century, the news that has increased in all spheres of our social life, including the sphere of education, is entering. In addition to these innovations, new concepts that illuminate them are also observed to be used in our scientific language. In particular, the following concepts are widely used in pedagogy, that is, in the next 20 years in the field of education and training and are widely used in the consumption of our scientific language:

- pedagogical technology,
- advanced technology,
- advanced experiences,
- innovation and innovation,
- pedagogical neology,
- innovation and innovator,
- interactivity,
- strategies,
- humanistic pedagogy,
- liberalization,
- information and communication technologies in education,
- technology in the process of training, we want to stand out among the to the concept of "creativity". This concept has been used to some extent in educational processes in recent years. But to analyze the meaning and meaning of this concept, as well as several studies have been conducted to determine the degree of creativity in humans. Especially such research is widely developed in the field of psychology. A.Y.Agafonov, Y.Lotman, V.Rudnev G.S.Batishchev, D.B.Bogoyavlenskaya, V.M.Vilchek, V.Diltey, V.N.Y.Drujin, D.A.Leontev, A.Maslov, S.L.Robinshteyn, V.Frankl are from the sentence. While the above-mentioned psychologist deals with the scientific research work of scientists and the analytical analysis of other literature, from the psychological point of view, from the meaning and meaning of creativity, psychologist scientists draw the following conclusions:

We will witness the harmony.

1. Creativity is a personal quality (virtue) of a person, manifested in the process of formation as a person based on a means of culture.

2. Creativity is the individual character of a person and is associated with his or her self-improvement and development.

3. Psychologist scientists have identified two components of creativity in sheep. These are:

A. Personal content. That is the general meaning of each person's personal life. This content is associated with culturology. Since each person is engaged in any sphere of activity, he is creative, that is, creativity is in a relationship, and he is directed to attract people, as beautiful as possible. And this, in turn, is the orientation of mankind towards culture.

B. Signaling skills.

4. The diagnosis of creativity is associated with psychosomatic analysis. Determining the degree of creativity is determined by the following:

- the level of development of personal meaning;
- create a verbal character system

5. The breadth of learning constitutes the second semiotic system. The influence of its creativity on the development is associated with homophysical culture.

6. Several methods have been proposed to identify the following aspects associated with creativity in psychology. But these methods are aimed at identifying certain aspects that determine creativity, and not direct creativity

the focus is on. These are A. N. Leontevs analysis techniques:

- method of psychosomatic diagnosis of the author's text analysis

- E.Torrens method,

- D.A.Leontev method,

- G.Murray's" thematic apperceptive text " method,

- method of evaluation of experts.

B. Methods for determining social intellect (mind):

- The Dj. Gilford and M. Sullivan method,

- T.Methods of determining the human interaction of Liri,

- methods for determining the character's accentuation,

V. Techniques of psychosomatic analysis of texts;

- "scale" and "lexical wealth»,

- computer programs: Microsoft Access Database etc.the G.

7. Creativity is determined by the object of personal content and the signs associated with it.

9. The development of creativity depends on the development of its components. These are: personal content and signifying skills.

10. Diagnosis of creativity - indicators of the product of the creative activity related.

V. In the search for artemy, creativity depends on the object with which it is a product a clear attitude that is not rated is established. In his opinion: "creativity is a harmony of knowledge, activity, and desire."

The issue of creativity is analyzed in science mainly as a psychological concept (category), as well as its direct relation to the human psyche is recognized. If language and speech as a product of the human psyche when manifested, its formation and development are also subject to analysis as a pedagogical problem.

To date, creativity attracts the attention of not only psychologists but also educators. Although this concept is not widely used in the scientific literature, efforts are being made to introduce this concept into pedagogical consumption to some extent. In pedagogical sources, creativity is studied and understood in connection with creativity. Opinions about the psychological aspects of creativity are

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expressed, knowledge is analyzed mainly in connection with thinking and imagination. As a psychological basis of creativity, the following elements are accepted. These are:

1. To receive.
2. Request and request.
3. To imagine.
4. Self-observation.

Along with this, the main role in the organization of the basis of knowledge is played by the designation of the elements of imagination as follows:

These are:

1. Intelligent labor.
2. Intuition.
3. Worldly-minded

Doctor of Pedagogical Sciences, professor R. Alimov, who addressed the issue of creativity in pedagogical science directly. A. In his scientific work, Mavlonova expressed an invaluable opinion about creativity. His "In primary education innovation", "Pedagogy of Primary Education, integration, innovation" training manuals and textbooks have stopped creativeness separately. Great scholar V.A. Slastyenin identified the main qualities of his abilities to the innovative activity of the educator as follows:

- the fact that the individual uses creative motivation. This is curiosity, creative interest, creative achievements, striving for leadership and self-perfection;

- creativeness, this is an imaginary look; the ability to evaluate and the desire for one's perfection;

- assessment of professional activities, this is the ability to master the methodology of creative activity and pedagogical research techniques; authorship concentration and creative coping skills of conflict resolution; ability to cooperate and mutual assistance in creative activities;

- the individual ability of the teacher, this is the pace of creative activity and the ability to work; perseverance, responsibility, and honesty, self-esteem.

Pedagogical scientist R.A. Mavlanova expressed the following opinion on the fact that in traditional psychology and pedagogy creativity is considered as a category of personality, on its interpretation, on its definition:

- creativity as contemplation (J. Gilford, Y.K. Tixomirov) or intellectual as an activity (D.B. Bogolevskaya, L.B. Yermolayeva-Tomina), - or the integration of personality qualities (CF.A. Ponomarev and others).

However, in the pedagogy of Higher Education (Creative andragogy), it is not enough to determine its quality performance and degree of manifestation. Although creativeness is viewed as a negative aspect of the Union, its system of problems summarizes and forms a single whole, this is especially true in the process of self-education creative opportunities of a

person embodying creative education and upbringing and in the process of developing creativity, higher school pedagogy is relevant. Therefore, creative education and upbringing of the scientist opportunities for the development of creativity the process recognize the need to study as a category of personality. The theoretical analysis carried out in the study of creativity makes it possible to determine the general legalities and peculiarities of its application in professional andragogy (V.M. Morozov). We look at it as a differentiated education, which values the individual, and not as an extreme-heuristic aspect of the individual, as a result of the systematization structure of creativeness.

Creativeness is an integral part of human spirituality as a category that develops personality, manifests itself in the process of reforming and changing the process of creating innovations, in the process of solving life problems, in the pursuit of new ideas and the established stereotypes, and not in the fact that the personality is the basis of self-development, the multifaceted knowledge that Alternatively, the doctor of Philological Sciences M. Ayimbetov also shared his views on the pedagogical skills of teachers on the line, the issues of the personal and professional activity of the educator were stopped. The scientist expressed his thoughts on the lightening of the quality indicators of the creative reader, even if they did not directly apply the concepts of "creativity" or "creativity". The scientist showed the structural components of a skillful modern teacher. At the same time, the scientist separately recognized six signs of such educators. These are

1. To have a great reputation in the pedagogical community.

2. To take themselves very seriously and have a pedagogical tactic.

3. Organization of classes at a higher level.

4. To be friendly with students.

5. Ability to behave in complex situations and carry out pedagogical activities in a single Rhythm.

6. Having a great influence both in the pedagogical community and in the local community, we have added the teacher's creative activity to the listed qualities we would have. Said that the organization of dancers at the higher level of teachers is not a case in itself, but the research of the teacher, in his field the ability to apply innovations in their experiments is associated with a system of activities that encourage students to "read" rather than "teach".

Since the creative activity of the teacher is reflected in the content of pedagogical skills, the model of the teacher's pedagogical skills in pedagogical science is developed improved. This model is reflected in the following:

1. Cognition management;

2. Formation of internal feeling and interest in students, ability to receive independent education;

3. Organization of the educational process;

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4. Technological skill;
5. Access to trust;
6. Speech skills;
7. Get to follow;
8. Access to communication;
9. Finding a way to the heart;
10. Age of the student;
11. Internal capacity adjustment;
12. Friendly and heavenly attitude;

Apparently, in the above works, mainly the issue of creativeness was analyzed within the framework of the teacher's pedagogical skills. But the direct school the issue of creative activity of teachers was not analyzed separately. Proceeding from the above points, we can say that even if Special Studies on creativity in pedagogical science have not been carried out specific opinions have been expressed on the issue. This, of course, is not accidental. That is, the pedagogue the fact that scientists are focusing on the issue of creativeness is very much on this issue it is not surprising that there are many, if not many, pedagogical opinions being expressed. Because the younger generation as an educated, comprehensively developed, perfect person in the formation, the creativity of teachers, the constant increase in their knowledge in their field, the ability to apply the latest innovations in their pedagogical activity, in a word, their creative activity is of great importance. It is clear that the formation and development of the creative activity of the teacher have not yet found its full solution, and the cognitive (cognitive, cognitive and scientific) activity of the children is a link to the activities of the teacher.

Alternatively, scientist R.A.Mevlanova expresses the opinion that creativity is a synonym for the original way of thinking, that is, the ability to

break the usual, accepted boundaries while emphasizing that creativity is directly related to creativity. The creative mind is the mind that is active, selective, where others do not see problems, they can find them. In a situation where a creative person changes, he feels himself as if he is a fish walking in the water, where it seems to others that he is sad, he can make decisions independently, without dependence on anyone. We recognize the following elements as indicators of the creativity of pedagogical personnel, summarizing the views expressed in the above we want to:

1. The constant development of own knowledge.
2. Working conditions of the teacher
3. Constant improvement of his pedagogical experiences.
4. Be able to know the latest innovative innovations in his field and apply them appropriately and efficiently in his activities
5. Be creative.
6. Know the age, individual and psychological characteristics of children and behave in a way that is appropriate to the teacher.
7. To have innovative features.

In the overwhelming majority of cases, it is preferred that the teacher's creative activity is associated with innovative activities. Creativeness is a process directly related to innovation. For the creative activity of the teacher, he must, of course, be aware of the latest news in his field, as well as events and events in the whole society, be able to use innovative innovations in his activities appropriately.

Such creativity is very important, especially in the strategic way of education of the Republic of Uzbekistan.

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