

Mechanisms Of Development Of Students' Creativity In High Schools

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Abstract

In our country, a lot of reforms are being carried out by the educational system management bodies in order to achieve high indicators of educational processes in general education institutions. The formation and development of students as creative individuals depends on the mutual compatibility of changes in their internal and external world, socio-economic conditions, and the implementation of tasks aimed at increasing their creative qualities in educational processes. These practical activities create the need for students to achieve new achievements, move forward to a certain extent, help to develop their learning abilities to some extent.

Key words: educational system, students, creativity, creative qualities, creative ability, pedagogical thinking, creative environment, creative thinking, creativity, personal creativity qualities.

INTRODUCTION.

Quality update of the content of the continuing education system in the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No. PF-5712 [1] "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030", improvement of the teaching methodology, gradual implementation of the principles of individualization in the educational process, and the introduction of modern information and communication technologies and innovative projects are defined as the main tasks. The main goal of organizing educational processes based on the requirements of the times is to educate individuals who are fully mature, well-rounded,

have strong knowledge and thinking, and have developed creative abilities.

Decree No. PF-60 of the Honorable President of January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026" [2] and other regulatory and legal documents related to this field Priorities aimed at improving the education system and thereby forming the creative qualities of students have been defined.

In our republic, it is urgent to organize educational processes in all general education institutions based on the requirements of the times, to introduce the most advanced innovative technologies and thereby achieve the quality and efficiency of education.

The development of creative qualities of students, the development of strategies and tools

that serve to stimulate the results of creative thinking and creative activity is particularly important here. First of all, let's explain the concept of "Creativity". Creativity (lat., ing. "create" - creation, "creative" - creator) is the creative ability of an individual that describes the readiness to produce new ideas and is part of talent as an independent factor.

A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific characteristics. Creativity is also reflected as an important factor of talent. Also, creativity determines mental sharpness, ensures active involvement of students' attention in educational processes.

- Analysis of literature on the topic. In recent years, in the educational system of developed foreign countries, special attention has been paid to the issue of formation and development of students' creativity. Including Merriman (2010), Bronson, Fisher, Frey (2008), Ken Robinson (2007), Begetto, Kaufman (2013), Ali (2011), Treffinger (2008) can be seen in many studies conducted by scientists such as. According to Ken Robinson, "creativity is a set of original ideas that have their own value." And Gardner explains this concept in his research: "creativity is a practical action performed by a person, which should reflect a certain novelty and have a certain practical value." According to Emeyale (1989) approach, creativity means "the

acquisition of highly unusual skills along with thorough knowledge of a particular field" [3].

Some 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. The concept of "creativity" reflects cultural diversity. For Westerners, creativity is generally considered a novelty.

They emphasize that creativity is based on unconventionality, curiosity, imagination, sense of humor, and freedom (Murdoch, Ganim, 1993; Sternberg, 1985). Easterners, 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) [3].

- Research methodology. Like any other quality (virtue), creativity is not formed suddenly. Creativity is consistently developed in certain stages. So, when do the characteristics of creativity appear in a person's work? Although creativity is often visible in children's activities, this situation does not guarantee that children will achieve creative achievements in the future. It only represents the possibility that they need to master

this or that creative skill. In the development of creativity in children, it is necessary to pay attention to the following:

- 1) encourage them to ask a lot of questions and support this habit;
- 2) encouraging children's independence and increasing their responsibility;
- 3) creating an opportunity for children to organize independent activities;
- 4) focus on children's interests

Researcher N. Fayzullaeva believes that in order to have a pedagogical mindset, learners should be able to master the following skills and competencies based on a thorough study of pedagogical knowledge: the basic ideas, concepts, laws of pedagogy and the development of pedagogical phenomena to know the laws; to know the most important theoretical ideas, basic categories and concepts of pedagogy; knowledge of basic pedagogical facts; acquiring practical knowledge about the general method of education and upbringing [4].

In psychology, E.P. Torrens developed a test that determines the creativity of a person. According to E.P. Torrens, personal creativity shows the following signs:

- a) not to ignore questions, shortcomings and conflicting information;
- b) trying to identify problems, trying to find their solution based on the assumptions made.

According to many scientists, it is necessary to create a comfortable creative environment in the classroom before forming creative thinking skills in students.

Pupils studying in a creative environment gradually increase their interest and motivation in performing creative tasks, and also tend to think creatively as a result of observing a teacher with a creative mindset. A creative educational environment leads to the development of critical and creative thinking skills, which are of great importance in the educational process [5].

The characteristics of learners with creative abilities are as follows [3]:

- they express ideas that have not occurred to other learners;
- chooses a unique way of expressing themselves; sometimes asks off-topic or unusual questions;
- enjoys tasks whose solution is open; prefers to discuss ideas based on clear evidence;
- chooses an unconventional approach to finding a solution to a problem.

As mentioned above, students' creativity does not develop by itself. According to this research, a number of ways to successfully develop creative qualities in a person are highlighted. Patti Drepeau [5] studied ways to successfully develop creative qualities in a person:

There are factors that hinder the development of students' creative qualities and

skills. Therefore, teachers should focus on eliminating these factors in educational processes.

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) subordination to others;
- 5) thinking only about success in any case.

Even in general education institutions, teachers should be able to create the necessary conditions for the formation and development of students' creative thinking skills, for them to work as a team, in small or large groups. After all, in the process of working in large and small groups, there is an opportunity to creatively develop any ideas expressed [6].

According to scientists, the teacher, realizing the importance of team spirit in creativity classes, constantly changes the groups and forms the ability of students to work as a team, to respect the abilities and skills of others. Although individual work is effective in certain situations, small group work in creativity classes is appropriate because creativity is a social phenomenon. In particular, according to Sawyer, creative ideas are formed as a result of teamwork and creative cooperation.

- Analysis and results. In order to teach students to think creatively, to be able to form

creative thinking in them, first of all, the teacher himself must be a creative person with a creative mind. However, if he himself does not have the qualities of creativity, he cannot encourage students to think creatively. In the lessons, the teacher moves in the following 4 directions according to the "creativity road map", and the actions in them are the signs that express the creativity of pedagogues:

- 1) demonstration of creative thinking skills;
- 2) to be able to use strategies that encourage students to master academic subjects with interest;
- 3) innovative approach and creative approach to finding solutions to pedagogical issues;
- 4) expected result [7].

The creative potential of a teacher is a multi-level process and it is based on the following principles:

1. Having a problematic character
2. Increasing opportunities
3. Bright manifestation of creativity
4. Creative orientation
5. Achieving individuality
6. Integrity, consistency, systematicity
7. Mutual harmony of individual characteristics of a person and qualities acquired in life [9].

Creativity "is clearly manifested in making decisions on issues related to education and training in various situations, and it describes the creative activity of the pedagogue [10].

Conclusions and suggestions. In conclusion, it can be said that identifying, forming and developing students' creative abilities will help them to become mature, broad-minded and open-minded people in the future. For this, it is not necessary for the teacher to be creative and creative or not, but to organize lessons in the spirit of creativity and creativity, to try new ideas in the educational process.

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