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PEDAGOGIKA SOHASIDA TALABALARNING KREATIVLIK SIFATLARINI RIVOJLANTIRISHNING O‘ZIGA XOS JIHATLARI

Jalilov Nodirjon Azamatovich

Nizomiy nomidagi Toshkent davlat pedagogika universiteti

Harbiy ta’lim fakulteti uslubiy tayyorgarlik sikl o‘qituvchisi

Pedagogika fanlari bo‘yicha falsafa doktori(PhD)

Annotatsiya:

Mazkur maqolada pedagogika sohasidagi OTM talabalarining ijodkorlikka bo‘lgan qobiliyati, ijodkorlik iste’dod darajasi, individning an’anaviylik yoki odat tusiga kirgan fikrlash sxemasidan uzoq bo‘lgan, prinsipial yangi g‘oyalarni yaratishga tayyorlikni xarakterlovchi, shuningdek, muammolarni o‘zgacha tarzda bartaraf etish, iqtidorning mustaqil faktori sifatida qabul qilingan ijodiy qobiliyatlarini rivojlantirishga qaratilgan materiallar yoritilgan.

Kalit so‘zlar: Kreativlik, qobiliyat, ijodkorlik, iste’dod, individ. an’anaviy, prinsip, iqtidor, mustaqil faktor, raqobatbardosh, konvergent, divergent.

ОСОБЕННОСТИ РАЗВИТИЯ ТВОРЧЕСКИХ КАЧЕСТВ СТУДЕНТОВ В ОБЛАСТИ ПЕДАГОГИКИ

Жалилов Нодиржон Азаматович

Ташкентский государственный педагогический университет

имени Низами Преподаватель методического цикла

подготовки факультета военного образования

Доктор философии педагогических наук (PhD)



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Аннотация:

В данной статье рассматриваются способности студентов вузов в области педагогики к творчеству, уровень творческой одаренности, готовность личности к созданию принципиально новых идей, далеких от традиционной или привычной схемы мышления, а также к решению задач, направленных на материалы. при развитии творческих способностей, которые рассматриваются как самостоятельный фактор таланта.

Ключевые слова: Творчество, способности, творчество, талант, личность. традиционный, принцип, талант, независимый фактор, конкурентный, конвергентный, дивергентный.

SPECIFIC ASPECTS OF DEVELOPMENT OF STUDENTS' CREATIVE QUALITIES IN THE FIELD OF PEDAGOGY

Jalilov Nodirjon Azamatovich

Tashkent State Pedagogical University named after Nizami Teacher of the methodological training cycle of the Faculty of Military Education Doctor of Philosophy in Pedagogical Sciences (PhD)

Annotation:

In this article, the ability of higher education students in the field of pedagogy to creativity, the level of creative talent, the individual's willingness to create fundamentally new ideas far from the traditional or habitual thinking scheme, as well as solving problems materials aimed at the development of creative abilities, which are considered as an independent factor of talent, are highlighted.



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Key words: Creativity, ability, creativity, talent, individual. traditional, principle, talent, independent factor, competitive, convergent, divergent.

The Constitution of Uzbekistan states that every citizen has the right to education¹. Today, the laws of our country, new rules and principles of public education, the content, forms and methods of education based on them have been developed based on the best experiences achieved in this field, state education standards have been created and the educational process is carried out based on them. is increasing.

The educational system of Uzbekistan is also entering the space of the world educational system. This, in turn, requires the state and society to perform a very important and responsible task of training highly qualified, competitive, highly moral personnel as one body and soul.

Now the teacher will have an independent opinion by forming the qualities of creativity, coming up with new initiatives and not being indifferent to the surrounding events, treating them fairly and making the right conclusions. when preparing to become a problem of today.

It is impossible that the emergence of the “21st century-intellectual century”, i.e. the “Age of Intelligence” or the “Age of the Information Society”, will occur as a result of the activities of the advanced creative people who live in it, corresponding to the development of the individual society. .

A person shows his qualities and qualities through his abilities. These abilities are his personal characteristics that allow him to effectively engage in certain types of activities. Abilities arise on the basis of certain natural talents. Talent is an

¹ O‘zbekiston Respublikasi Konstitutsiyasi 2023-yil 30-aprel kuni o‘tkazilgan O‘zbekiston Respublikasi referendumida umumxalq ovozi berish orqali qabul qilingan.



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innate, anatomical-physiological feature of the nervous system, which forms the individual-natural basis of the development of abilities.

Usually, the following types of abilities are distinguished: intellectual (mental, thinking), artistic, organizational, communicative (communication), etc. A collection of highly developed different abilities is called talent. One can also think about talent and genius, which are certain levels of ability development. Talent is mature abilities, in which human activity is characterized by perfection and originality. Genius is the highest level of development of ability and talent. Genius is about creating qualitatively new, unrepeatable examples of creativity, finding previously unknown ways of creativity².

Today, creativity, innovation, and creativity are understood as creative activities. The word “creativity” is derived from the word “create”, meaning the ability of a person to be creative, the level of creativity, the individual's way of thinking that is far from conventionality or habit. , characterizing the readiness to create fundamentally new ideas, as well as solving problems in a unique way, are creative abilities that are considered as an independent factor of talent³.

American scientist D. Wexler “Creativity is a type of thinking that requires a person to come up with several solutions to a problem or issue at once, and helps to understand the qualities of uniqueness and uniqueness in the essence of things and events, unlike template, boring thinking”⁴-defines as.

To be a creative person, and in our example, to be a creative student means to have advantages in today's world, for example, to stand out among other students,

² Нишонова С. Шарқ Уйғониш даври педагогик фикр тараққиётида баркамол инсон тарбияси. Пед. фан. докт. дисс.- Т.: 1998.-Б. 42.

³ Усмонбоева М., Тоъраев А. Креатив педагогика. – Тошкент: ТДПУ, 2016. – Б. 6

⁴ Guilford J. P. Creative Talents. <https://www.amazon.com/Creative-Talents-Their-Nature-Development/dp/0943456150>.



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to be an interesting conversationalist compared to others, to get out of the difficulties encountered in life in an unusual way.

The development of creativity in each student is individual. Socialization of education is considered to be the systematic factor of creativity development. The first manifestations of creativity are characteristic of each person. However, various prohibitions and social templates in the environment in which he grows up, is brought up, and receives education lead to the blocking (closure) of creative activity. For the development of creativity in students, it is necessary to free them from psychological pressures and give them a positive impulse.

According to Aysenka's definition: "Speed of mental processes or speed of thought is the fundamental basis of intellectual differences between people"⁵.

In our opinion, the speed of thinking is the ability of a person to quickly and correctly assess a new situation or problem, adapt, think and accept the right solution in a short time.

Summarizing the above, we can say that in modern psychology, the following several conditional classifications of thinking have been accepted and popularized on various grounds: genesis of development; description of issues to be resolved; spread rate; level of novelty and originality; means of thinking; thinking functions, etc.

Thinking is a high form of human mental activity; the process of reflection of objective reality in the mind. Thinking is a tool for knowing the environment, social phenomena, reality, and also the main condition for human activity. It is a higher cognitive process that reflects reality more fully and clearly than intuition, perception, and imagination⁶.

⁵Усмонбоева М., Тоъраев А. Креатив педагогика. – Тошкент: ТДПУ, 2016. – Б. 18.

⁶ Абдуллаев Х.А., Хасанов У.У. Эстетика. – Тошкент: ЎзДСИ босмахонаси, 2008. – Б. 35



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Thinking is a special function of the human brain. Its neurophysiological basis consists of the interaction of the first and second signal systems. In the process of thinking, thoughts, opinions, ideas, hypotheses, etc. are formed in a person, and they are expressed in the mind of a person in the form of concepts, judgments, conclusions. Thinking is manifested in close connection with language and speech. Thinking activity is manifested in the form of speech.

The speed of thinking is a variable that depends on the individual characteristics of a person. Someone quickly grasps what is being said, and someone needs time for it. Is it possible to improve the speed of thought indicator? Of course yes! The plasticity of the human brain, its rapid adaptation to new conditions, its development and improvement provide an opportunity to learn to quickly solve complex problems of various levels. But speed is a complex concept⁷.

Thinking speed may not be an indicator of efficiency, because incorrect information can be processed quickly without first being sure that it is correct information.

For this reason, without evaluating other characteristics of thinking speed (depth, quality of thinking), it is impossible to talk about its help. Try to make your thinking not only fast but also efficient. Effective thinking is clear, positive and working thinking.

American psychologist D.P.Gilford compared creativity and intelligence for the first time in his scientific research. He divided thinking into convergent and divergent types while creating a model of the structure of intelligence.

Convergent thinking - (from the Latin *convergere*-“one way”) is a form of thinking, which is the choice of only one correct solution from several solutions

⁷Абдуллаев Х.А., Хасанов У.У. Эстетика. – Тошкент: ЎзДСИ босмахонаси, 2008. – Б. 35.



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to a problem. Convergent thinking is based on intelligence, which is why it is also called intellectual thinking⁸.

Divergent thinking - (Latin divergere – “to divide”) is one of the methods of creative thinking, finding several solutions to a given problem, therefore, at the same time, divergent thinking is "searching in different directions at the same time, i.e. that there are several correct answers to a problem and serves the birth of original creative ideas. At the heart of divergent thinking is creativity⁹.

Djoy Guilford umumiy qobiliyatlar sohasini tadqiq qilish natijalarini sistemlashtirib, “intellekt strukturasi modelini”, ya’ni “ISM”ni taklif etadi. Uning modeli asosida, “reaksiya” “operatsiya”, “mazmun”, “natija”.

A reaction is the result of an operation applied to a material. All factors in Guilford's model are independent, it is three-dimensional, and sometimes the classification scales of names are found in different dimensions.

By operation, Guilford understands the ability of the object being tested, that is, the following mental processes: perception (as a world view), memory, divergent performance (thinking in different directions), convergent performance (leading to only one correct answer incoming opinion), assessment.

Content is determined by the nature of information or material being operated on: image, symbols (letters, numbers), semantics (words), behavior.

The result is the form in which the information processed by the object under test is located: elements, relations, systems, types of variability and conclusions¹⁰.

⁸. Guilford J. P. Creative Talents. <https://www.amazon.com/Creative-Talents-Their-Nature-Development/dp/0943456150>.

⁹ Guilford J. P. Creative Talents. <https://www.amazon.com/Creative-Talents-Their-Nature-Development/dp/0943456150>.

¹⁰. Guilford J. P. Creative Talents. <https://www.amazon.com/Creative-Talents-Their-Nature-Development/dp/0943456150>.



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Gilford associates creativity with the productivity of divergent thinking. In pedagogical sources, you can find his opinion that "Creativity is a process of divergent thinking." Initially, Gilford combined the ability to change, clarity of solution and other intellectual parameters in addition to divergent thinking in his creativity structure. In addition, he proved that there is an inextricable connection between creativity and intelligence.

However, Gilford found out in his experiments that highly intelligent people do not always show creative behavior during test solving, and creative people with low intelligence do not. Therefore, divergent thinking does not reflect all the features of the creative process. In general, creativity is the creation of new, original ideas, a non-standard way of thinking, finding successful solutions to given problems. And creative thinking is revolutionary thinking, which represents a constructive character.

One of the important tasks of today is to develop goals and tasks that develop the creativity of students who are interested in learning and creating with their full consciousness, intelligence, and creativity.

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