

## PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF CREATIVE QUALITIES IN STUDENTS

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### Abstract

This article presents pedagogical and psychological conditions for the development of creative qualities of students in general education schools, researches focused on the development of creative qualities of students in geography classes, and opinions on the step-by-step implementation of the process of creativity formation.

**Keywords:** Educational system, students, creativity, creative qualities, creative ability, pedagogical thinking, creative environment, creative thinking, creativity, personal creativity qualities.

### Introduction

In the conditions of modern education, the socio-pedagogical requirement, which expresses the upbringing of an independent, free-thinking, creative person, is being enriched with new principles and is being improved. The demand for raising an independent thinking, creative person to adulthood was satisfied on the basis of achieving the social subject's rich aesthetic feelings in the early stages of the history of pedagogical ideas and schools. In the later periods of the history of human relations, personal activity was characterized by the achievement of original, original ideas. At this point, we will focus on the issues of formation of creative ability in students.

According to the results of the research, the following actions are manifested in individuals with creative qualities: the ability to feel novelty, the desire to demonstrate the qualities of creativity, feeling the creative environment, reshaping the structural structure of the object, positive self-evaluation, self Believing in the power and possibilities of z, associative transfer from one problem to another, striving to find similarities between individual elements (ideas), indirectly expressing one idea in a different interpretation, imagining oneself and others , accepting new and unusual ideas, having a highly positive attitude towards uncertain and complex situations, showing constructive activity in uncertain and complex situations.

In geography lessons, it is appropriate to evaluate the leading theoretical ideas of the research aimed at the development of students' creativity qualities, the results of pedagogical observation, as well as the general description of the creative product, its quality and practical value according to the following criteria:

1. Perfection (the thoroughness of the creative idea in all aspects; the mutual proportionality of the form, color, spatial and compositional aspects of the creative product).
2. Harmony of content and form (the creative idea has a thorough theoretical basis, logical conclusion; the theoretical idea is expressed in the formal structure of the creative product).
3. Originality (advancement of a creative idea that was not expressed by others; creation of a creative product based on an idea or idea that did not occur to others).
4. Completion (completion; complete expression of the initial and final mental actions (operations) in the content of the creative idea; all details are fully completed in the creative product).
5. Possession of emotional-aesthetic effect (emotional expression of a creative idea and product and the ability to have an aesthetic effect on others).
6. Being able to satisfy existing emotional and aesthetic needs (creative ideas and products can evoke emotional experiences in social subjects and serve to satisfy their aesthetic needs).
7. Ownership of practical value (creative idea, interpersonal value of the product, serving to organize social, economic, cultural relations).

Formation of creativity in students is a complex process, and it is required to implement this process step by step. Below are the stages of development of creative qualities proposed by researchers:

- 1- Adaptation (adaptive) stage - formation of students' ability to think creatively with the help of special exercises. At this stage, the performance of the tasks becomes general, and the students are required to put forward original ideas in different fields.
- 2-Development stage - development of students' ability to think creatively with the help of special exercises. At this stage, the performance of the riddles acquires a special character, and the students are required to put forward original ideas in the fields of geography.
- 3-Analysis-evaluation stage - assessment of students' creativity. In this, the solutions of the educational tasks presented by the students are analyzed and evaluated.
- 4-Practical-active stage - development of students' creativity on the basis of giving educational assignments in the subject of geography. At this stage, the students will complete the learning tasks in the subject of geography.

Based on the content of development of students' creative abilities, its development is carried out in the following stages:

1. Reproductive-motivational stage. This stage is characterized by students' determination of creative activity, creative activity and inclination to creativity, understanding of the essence of innovations in education and the birth and formation of new ideas.
2. The stage of creative research is determined by the formation of students' research, creative activity, non-standard thinking, cognitive independence, improvisation, and innovation skills.

3. Innovative stage. It includes processes related to the practical application of the created innovation, evaluation, analysis, popularization and its wide implementation, as well as the creation of future-oriented strategic plans.

The development of creative qualities is directly related to a person's life experience, level of knowledge, lifestyle, and the content of his interpersonal relationships.

Therefore, the development of creative thinking requires:

- a person imagines himself as a creative and comprehensively developed person;
- ability to be independent and resist external demands;
- to have the ability to express one's opinion in relation to the expectations of others;
- to be curious, intelligent, ready for something new without having any preconceived ideas;
- to be full of energy; visit and be observant;
- being able to combine opposite things; to be able to express one's ideas and thoughts and convince others;
- have a sense of humor.

Thus, determining the priority principles in the development of students' creativity in geography lessons increases the effectiveness of the pedagogical process aimed at this goal.

Among the factors that develop students' creative abilities, the following can be included:

- directing the educational process to the development of professional creativity in students;
- approach students as individuals and future mature specialists, thus developing them as subjects of the educational process, professional creative and life activities;
- formation of development inclinations of students as a subject of personal and professional creative activity;
- strengthening of research and problematic research directions of the educational process;
- organization of situations for students' creative problem solving and development of creative activities;
- achieving students' approach to the experience of creative activity as a professional necessity and a component of the content of professional activity in the future;
- directing the process of development of students' knowledge, skills and abilities to development based on working on modern methods and technologies, showing independent creative activity, independent learning, self-education, self-knowledge, to have one's position, to develop the ability to express oneself;

By ensuring that educational tasks acquire a problematic, creative, creative character in geography classes, students develop emotional development, curiosity, aesthetic sense and aesthetic taste, independence, creative imagination, intellectual activity, tendency to take risks, intolerance to problems, the ability to think critically, orientation to creative activity, intuitiveness, speech culture, creative (divergent) thinking, and the ability to reflect are developed.

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