

PEDAGOGICAL PSYCHOLOGICAL FEATURES OF DEVELOPING CREATIVE THINKING IN STUDENTS

Samiyeva Dilbar Shukrullayevna

Doctoral student (PhD) at Navoi State University

Abstract: Pedagogical and psychological features of the development of creative thinking in students are of particular importance at the modern stage of the educational system. In today's conditions of globalization and competitiveness, the training of personnel with an open, free-thinking, creative approach to innovation for the development of society is one of the important tasks of the educational process. Therefore, an in-depth study of the theoretical foundations of the development of creative thinking in students and the introduction of effective pedagogical approaches in practice through it is a requirement of the period.

Keywords: creative thinking, students, pedagogical psychology, creative activity, independent thinking, motivation, interactive methods, problem situations, personal development, innovative approach.

INTRODUCTION

In education, the concept of creative thinking includes the following aspects: an unusual approach to problems, the promotion of novel ideas, the ability to apply existing knowledge in New conditions, the ability to offer many variant answers to a question, interest and research activity, skills of individual creativity, etc. The process of developing these characteristics in students requires taking into account many pedagogical and psychological factors. To develop creative thinking in the educational process, first of all, the educator himself should be in this in the role of an active motivator, referrer and assistant. It is important that the teacher is able to create an environment for students that recognizes independent thinking, solving the problem in different ways, openness and innovation. From a psychological point of view, however, taking into account individual abilities and interests of each student, supporting their intellectual freedom, helping to get rid of fear and uncertainty, strengthening motivational factors have a positive effect on the development of creative thinking.

MATERIALS AND METHODS

In the development of mechanisms of creative thinking, modern pedagogical technologies, playful methods, problem situations, interactive training, group work and project activities are important. In the course of such an organized lesson, each student will be able to choose the most optimal path for himself, have the opportunity to fully demonstrate his potential. This further enhances the students' independent thinking culture, their ability to create new ideas. A motivating environment in education also plays a key role in fostering creative thinking. When a student is brought up in conditions where he can freely express himself, engage in innovation without fear of mistakes, his creative potential grows. Also, psychologically, in this process, the student's self-confidence, self-awareness, initiative and independence increase. These factors serve to form the foundations of creative thinking. The development of creative thinking in both elementary and upper classes is not reflected in one way or another. Elementary students tend to think creatively, relying on simple and figurative visions. Their volume of knowledge may be less, and their life experience may be limited. At this stage, it is necessary that the teacher

create a psychological atmosphere in a positive spirit, take into account the capabilities of each student, be an assistant in achieving success through incentive mechanisms. In the upper grades, students develop analytical thinking, analytical and synthetic skills, and have ample opportunities to develop their creative potential through research elements and problem-solving.[1]

One of the important requirements for the development of creative thinking from a pedagogical-psychological point of view is the formation of the speech culture of students, Free Thought exchange skills. It remains a priority in students to cultivate such qualities as a critical approach to information, the application of learned knowledge in real life, openness to scientific news, the ability to justify their personal opinion, independent decision-making. The pedagogical aspect of the process is primarily manifested in the selection and implementation of effective methods and technologies. For example, such methods as modern interactive methods: “fish skeleton”, “mental attack”, “clusters”, “debates”, “role-playing games”, “projects”, “Venn diagrams” lead students to independent, free and unusual thinking, to approach the problem from different points of view. This, in turn, brings significant results to the surface in the mental and creative potential of students. The role of family, environment, and social factors in fostering creative thinking is also immeasurable. The emphasis on the child by the parent, the positive incentive placed on independent decision-making, self-confidence, recognition of achievements and successes serve the formation of creative potential. Social factors, such as the cultural environment, being consistent with rational thinking, openness to free and creative thinking, leadership in a community, or willingness to work independently, also influence the development of creative thinking.[2]

RESULTS AND DISCUSSION

The role of an educational institution is also important in the cultivation of creative thinking. In this process, modern textbooks, multimedia tools, the effective use of interactive technologies, the preparation of independent and group projects, laboratory work, solving Problem questions and other methodological approaches pay off. Also, the widespread use of diagnostic and refractive analysis rather than traditional methods in assessing students' knowledge has a positive effect on the development of creative thinking. Psychologically, the main foundation of creative thinking in students is formed from childhood through a properly organized mental-active environment, behavior that encourages free thinking and adopts innovative ideas. With the active cooperation of the teacher and psychologist, the interest, need, individual capabilities of the student should be determined, appropriate assistance and advice should be offered, and the necessary methodological recommendations should be given for self-development. When seen on scientific and theoretical grounds, creative thinking is individual in nature, requiring individual capabilities and abilities, intellectual potential, breadth of worldview, confidence in one's own capabilities, high motivation, initiative, independence, as well as awareness. Therefore, the development of the creative potential of students on the basis of the collaborative work of educators and psychologists in the modern educational process is considered as a long — term and continuous process.[3]

Creative thinking, only when systematically-developed through pedagogical approaches, allows students to think independently and freely, create new ideas and solutions, find ways out of difficulties in various problem situations. This, in turn, contributes to the level of self-awareness of the student, assessment of his place in society, preparation for an independent life, interest in

new areas and quick assimilation of modern information. Creative thinking is directly related to the main psychological factors that cultivate the minds of children and adolescents: expanding knowledge and imagination, making independent decisions, openness to new ideas, self-awareness, applying the learned knowledge in different directions, the practice of free communication and deepening personal thinking. At each stage of the reader, specific equipment of creative thinking elements appears. Therefore, creating a healthy psychological environment is the basis for developing creative thinking.[4]

The teacher at the beginning of the lesson asks some special question, gives examples from everyday life or from his own activities, encourages to analyze situations, considers various options together. Importantly, no idea or opinion should be rejected early. The teacher should appreciate and encourage the contribution of each student. Otherwise, students may feel uncomfortable saying an idea or asking a question, causing passivity. During the lesson, various interactive activities can be used to stimulate creativity – brain strain, list making, cluster, role-playing games, group projects. The process of solving real – life problems, designing, designing and presenting results-all this helps to form creative thinking in students. Of course, it is necessary that the teacher is a moderator as well as a guide at each stage, but does not limit freedom of thought. Traditional assessment systems in most cases only focus on correct or incorrect answers. In creative thinking, however, the concept of "correct answer" is relative; that is, there can be several solutions to each problem or task. The teacher should apply new, creative approaches to assessment, encourage originality, uniqueness and diversity of solutions with a high assessment. Also, the assessment criteria should be clear, transparent, and the student should be given sufficient choice, opportunity, freedom to make mistakes, and direct use. Successful evaluation stimulates the creative process. For example, through project work, oral or written feedback, Group results, design, and other creative methods, the teacher can try to reveal the strengths of each student. Importantly, let the evaluation process be democratic and open, so that no idea or approach is rejected as a result.[5]

The widespread use of information and communication technologies in education further expands the possibilities of creative thinking. For example, using electronic presentation and visual styles, virtual labs, simulations, or various programs, students can display the products they create. Searching for creative applications from Internet sources, learning, gaining experience can also help create a creative environment. And the teacher, first of all, must always study electronic resources himself, be able to effectively use them in the lesson, knowing new programs and opportunities. Through distance learning platforms, open online courses and mobile applications, teachers can not only improve their skills, but also try new creative techniques in practice and enrich their innovative lessons. The creative environment is built primarily on the basis of openness and trust. The teacher allows each student in his or her class to think freely and ask questions or share ideas without fear of making mistakes. The community also forms a culture of equality, mutual respect, debate and discussion. The teacher shows his positive example: does not underestimate the mistake, always supports the student, can see failure as a new opportunity. Each lesson brings motivational words, examples from the lives of important people, inspiring stories and life examples, in which students achieve creative and purposeful aspirations. The teacher can speak openly from his life, even from the unsuccessful experiences of previous years, and tell the students what lessons he learned from them.[6]

CONCLUSION

In conclusion, creative thinking is one of the main tasks of a modern teacher and allows you to fully reveal the personal potential of each student in the combination of pedagogical and psychological approaches. Due to the demand of the period, the introduction of innovative and interactive methods into the educational process, the effective use of modern psychological approaches to the opening of individual abilities, provides the basis for the independent, free, open to innovation of the student. As a result, through the development of creative thinking, students grow up to be progressive-minded, future professionals who contribute to the progress of society.

REFERENCES

1. Abralova, D. (2019). "Methodology for the formation of creative thinking skills in students." Collection of methodological recommendations, Tashkent.
2. Beshimova, M., Nimatova, M. S. (2021). "Practice of developing creative thinking skills in the PISA international program." Collection of scientific articles, Samarkand.
3. Gaimnazarov, O. G. (2020). "The development of student creative thinking and the importance of PISA standards in this." Pedagogy and psychology, 3rd printing, 102-108.
4. Ghulomova, N. (2018). "The formation of critical thinking in the process of creative education." Proceedings of the conference on educational innovation.
5. Zhurayeva, Z. (2021). "Methods of developing creativity in primary school students." Primary Education Journal, No. 1.
6. Nishanbayeva, F. (2019). "Formation of creative activity in students." Studylib, pedagogical work (. <https://studylib.net/doc/26190950/.nishonbayeva-feruza.ta-lim-oluvchilarda-kreativlikni-riv...>).
7. Platova, D. (2022). "The role of interactive methods in the development of creative thinking." Science and progress, No. 2.
8. Rachmonova, M. (2021). "Creative education-the basics and practice of creative thinking." New Uzbekistan scientific journal, No. 4.