
CREATIVE THINKING SKILLS FORMATION TECHNOLOGY

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Abstract

The article describes the full-fledged understanding of the general essence of the process of developing creative potential of its students, the creative technology of teaching, the object of personality creativity, the acquisition of the necessary knowledge, the criteria for dividing students into groups.

Keywords: creative technology, creative thinking, collaborative groups, flexible groups, thinking skills.

Introduction

Approved by the decree of the president of the Republic of Uzbekistan No. 5847 dated October 8, 2019 “concept of development of the higher education system of the Republic of Uzbekistan until 2030”, the introduction of digital technologies and modern teaching methods to higher education processes, the wide involvement of young people in scientific activities is clearly identified. Our President SH. M. Thanks to the direct care of Mirziyoyev, the nationality of the discipline of upbringing is becoming a priority in every field. The branches of pedagogical science, which embody these beliefs, that is, the system of subjects engaged in education, are expanding. In order to fully understand the general essence of the process of developing creative potential in primary school teachers, it is initially required to understand the meaning of the concepts of “creativity”, “creative approach”.

Main part

Creativity (lot., Eng. "create –creation," creative" - creator, creator) - expresses the meaning of individual's creative ability as part of giftedness as an emphatic factor characterizing readiness to produce new ideas. One of the technologies that has just entered the educational system is the creative technology of teaching, the purpose of which is to awaken creativity in a person and develop the creative potential (potential)that he has. When the creative technology of teaching is performed, the individual is transferred from the level of the object of creativity to the creative subject, the educational material becomes a means of achieving some creative, creative goal from the subject of assimilation. Pedagogical creationism implies that the teacher has a high level of competence, non-standard thinking, as a result, pedagogical creative activity

becomes more effective and successful. Creative technology is aimed at obtaining, creating and producing new necessary knowledge. In the development of creativism, the use of several methods and techniques in the process of education to bring out the inherent potential, unique talent in a child, not only increases efficiency in education, but also increases the child's mind, worldview, especially of Primary School students, and awakens a spirit of confidence in himself in the future in the being that surrounds him. The use of a number of methods, such as mental attack, puzzle, boomerang, assessment, sinkwein, concept map, problem situation, in bringing creativity into the educational process is effective, while also bringing the possibility of creative broad thinking to the surface and serving to demonstrate that the child has some ability.

When each lesson organized by an educator is organized in an unusual way, away from one mold, creativity is formed in students in relation to searching for different ideas, solving them, eliminating them in effective ways when faced with a problem, away from contemplation in one zayl, and also determines the inner harmony in their abilities. Gardner, on the other hand, comments on this concept in his research: "creativity is a practical action carried out by an individual that must reflect a certain novelty in itself and have a certain practical value". Expressed in terms of emebail's approach, creativism means "having a high degree of unusual skills along with the thorough knowledge acquired in a particular field".

According to the view of Patti Drapeau, creative thinking is considered, above all, comprehensive thinking on a particular issue. Comprehensive thinking requires teachers to rely on many ideas in the performance of teaching assignments, issues and tasks. In contrast to this, one-sided thinking represents the foundation of a single right idea. American psychologist P. Torrens ' view, creativism represents an interaction between cognitive and practical actions in advancing problem or scientific hypotheses; examining and modifying hypothesis; identifying a problem based on the formulation of decision results; and finding a solution to a problem.

The formation of creativity, creative thinking abilities in elementary students also shows fruit in technology classes. This places great responsibility on the subject teacher. From elementary education, young people with many creative thinking abilities mature as hard workers, strive to make technology and realize labor's incomparable place in the activities of human life. Creativity characterizes a person as a whole or certain characteristics of him, mental sharpness. Creativity is also reflected as an important factor in giftedness. Criteria for dividing students into subgroups include:

λ is to be divided into subgroups according to their abilities in a given field; to be a student-student according to such an ability should not necessarily depend on the creative thinking skill. In such groups, student-students should be able to move freely and be ready to move to another group when the time comes;

λ collaboration groups are organized on the basis of student-student interests; such groups may also consist of student-students with different levels of knowledge and ability. In most cases, student-students in such a group take on a certain role, that is, responsibility on their shoulders. In the formation of this group, the main attention is given not to the cognitive desires of the student-student, but to his scientific and social knowledge;

λ flexible groups are excluded based on the individual needs, interests and desires of the student-student. When the group's interests change, so do its members. Such a group forms flexibility skills in student-students.

Student-student orientation does not become dependent on the teacher in student-students, forming the ability to act automatically in them. Teachers serve as mentors in providing resources, advising, guiding students, and developing criteria in determining their progress and relevance. Also, Upper-year student-students will be able not only to form inner creativity, but also to be interested in working in small groups, creativity and making comments (m: mind travel, imagination limit, solving future problems, innovating and discovering)".

Conclusion as in any specialist, in order for future educators to have the ability to creativeness, a foundation is laid during student-student years and is consistently developed in the organization of professional activities.

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