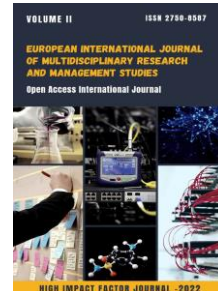


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### DEVELOPMENT OF CREATIVE ACTIVITY OF STUDENTS IN THE PSYCHOLOGICAL AND PEDAGOGICAL ASPECT

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#### ABOUT ARTICLE

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**Abstract:** An important task is to form a system of excellent training based on the rich heritage of development of Uzbekistan, intellectual and universal values, achievements of modern culture, economy, science, technology and engineering.

#### INTRODUCTION

In the pedagogy of the 21st century, the personality of the student is at the center, which is the goal of education. Therefore, the pedagogical process is focused on an individual approach to each student who has his own abilities. And the teacher needs to find in each student his best qualities, take into account his personality, form a positive I-concept in him, stimulate "learning with passion", improve the quality of education. The question of what a modern lesson should be like (including the lesson of the Russian language) has been raised for a long time and in different periods had different responses in pedagogical circles. The main task of education today is not so much mastering the amount of knowledge as developing the creative thinking of students, developing the skills and abilities of independent search, analysis and evaluation of information, self-actualization, self-affirmation and self-realization of creative abilities. The development of creative activity is one of the ways to motivate students in the learning process. We live in the age of the scientific and technological revolution, and life in all its manifestations is becoming more diverse and more complex; it requires from a person not stereotyped, habitual actions, but mobility of thinking, quick orientation, and a creative approach to solving large and small problems. It is easier for a person with a creative mindset not only to change professions, but

also to find a creative “zest” in any business, get carried away with any work and achieve high labor productivity.

We live in a world of products of human creativity: discoveries, inventions, works of art and literary texts, technical means and information systems, legal acts and moral norms. The ability to create, to transform nature, to create a new reality that has not yet existed may be the main feature that distinguishes man from animals. Creative thinkers are distinguished by their ability to reshape, redefine the environment so that it suits their intellectual needs and requirements.

The modern education system provides extensive opportunities for conducting various kinds of research. Innovative activity in the field of pedagogy and psychology improves the existing methodological base and brings innovations to educational activities. The availability of a wide variety of information requires knowledge and skills to work with it, the ability to analyze, which contributes to the development of the educational environment and the practical implementation of the latest technologies in the education process. The development of cognitive activity is one of the important problems of modern society. Instilling the ability to learn, love for knowledge is necessary for the development of a creative active personality. The lack of conditions for the manifestation of activity and independence of the individual leads to that these qualities are not developed. Modern society sets the task of forming a personality capable not only of reproductive activity, but also of creativity and independence. For the formation of a culture of a creative person, a creative approach to the preparation and conduct of classes is necessary.

Optimization of the educational process and a non-standard approach to the study of the subject increase interest in cognitive activity and its productivity. The integration of academic subjects contributes to the systematic development of the student's personality. The creativity of an adult, mature person is different from the creativity of children. People transform the impression, emotions from the outside world and, passing them through themselves, splash them out into creativity.

The development of creative potential is one of the central tasks of personality development. Considering art education as a process of interaction between a teacher and a student, it is necessary to take into account the emotional influence on each other of the participants in this process. The emotional attitude of the student to the task being performed awakens a creative interest in the subject being studied. With independent implementation, solving a creative problem, students receive emotional satisfaction, self-confidence, a desire to repeat and improve the knowledge gained. To develop the creative potential of the individual, it is necessary based on the emotional state of the

individual. Active learning involves the use of such a system of methods, which is mainly aimed not at the presentation of ready-made knowledge by the teacher, their memorization and reproduction, but at the independent mastery of knowledge and skills by students in the process of active mental and practical activity. At present, teachers and scientists agree that traditional forms of education are outdated, in order to capture the attention of modern students, they must, first of all, be surprised and interested.

The following distinctive features of active learning are distinguished:

- the teacher is assigned the role of a consultant, he helps the student who has difficulty in work, but does not impose his own solution to this creative task.
- the student is given the opportunity to choose the material for the assignment.
- the existing assessment criteria are mobile, a correctly completed task is compared with a non-standard approach, and an unusual concept.
- the student himself is a kind of teacher for his comrades, since when discussing the work, everyone receives advice from the group, the teacher must control this process and make adjustments of a tolerant nature.

These features bring the following provisions to a new level:

- the need for a qualitative relationship between active learning, the emotional sphere of the personality and motivation.
- standardization of the educational process does not give access to a creative approach to solving problem situations.

Activation of schoolchildren's learning should be considered not as an increase in activity, but as a teacher's mobilization of the intellectual, moral-volitional and physical forces of students to achieve specific goals of education and upbringing with the help of special means. The physiological basis of cognitive activity is the mismatch between the current situation and past experience. Of particular importance at the stage of involving the student in active cognitive activity is the orienting-exploratory reflex, which is the reaction of the body to unusual changes in the external environment. The exploratory reflex brings the cerebral cortex into an active state. Excitation of the research reflex is a necessary condition for cognitive activity.

According to scientists, the following levels of cognitive activity are distinguished:

### **1. The first level is reproducing activity.**

It is characterized by the student's desire to understand, remember and reproduce knowledge, to master the method of its application according to the model. This level is characterized by the instability of the student's volitional efforts, the students' lack of interest in deepening knowledge, the absence of questions such as: what?"

### **2. The second level is interpretive activity.**

It is characterized by the student's desire to identify the meaning of the content being studied, the desire to know the connections between phenomena and processes, to master the ways of applying knowledge in changed conditions.

A characteristic indicator: greater stability of volitional efforts, which is manifested in the fact that the student seeks to complete the work he has begun, does not refuse to complete the task in case of difficulty, but looks for solutions.

### **3. The third level is creative.**

It is characterized by interest and desire not only to penetrate deeply into the essence of phenomena and their relationships, but also to find a new way for this purpose.

According to Golovina, problem-based learning not only activates the thinking processes of students, but also, through search tasks, generates their interest and thus the necessary learning motivation.

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