JOURNAL OF SOCIAL SCIENCES AND HUMANITIES RESEARCH FUNDAMENTALS

VOLUME04 ISSUE02
DOI: https://doi.org/10.55640/jsshrf-04-02-12 Pages: 53-57

THE IMPORTANCE OF USING CREATIVE METHODS IN INCREASING COGNITIVE ACTIVITY OF STUDENTS

X.I.Ibraimov
Academician At Uzras, Director At The Scientific Research Institute Of Pedagogical Sciences Of Uzbekistan Named After T.N. Kari Niyazi, Doctor Of Pedagogical Sciences, Uzbekistan

ABOUT ARTICLE

Key words: creativity, teacher personality, student, pupils-youth, educational process, educational priority, educational content and structure, theory and practice of creative activity, creative technologies, creative qualities.

Received: 19.02.2024
Accepted: 24.02.2024
Published: 29.02.2024

Abstract: The manifestation of creativity in the work of teachers is more complex than that of people working in other fields, and at the same time, it is also comprehensive. Because the manifestation of creativity in the activity of the teacher directly with people is connected with its impact on the future life of these people. Therefore, the essence, meaning and discussion of such issues are reflected in this article.

INTRODUCTION

Today, the economic and moral development of countries is determined to some extent by the quality of education, and the quality of intellectual resources is becoming the most important geopolitical factor in the world. It is the quality of education and upbringing that increasingly determines the level of development of countries and becomes a strategic area that ensures their security and potential due to the preparation of the growing young generation. Therefore, one of the important tasks of the education policy today is to maintain the fundamentality of education and to ensure the quality of education based on its compliance with the current and prospective needs of each individual, society and state.

In this sense, the field of education in Uzbekistan is undergoing serious changes: the priority of education, the content and structure of education are changing, new standards are being introduced, and the quality of education is rising to a new stage of development. Every person faces many problems that need to be solved during his life. Some try to solve these problems relying on their own intuition, others try to solve them based on the experience of others or studying popular scientific publications, and still others try to leave it to others or to themselves, and try to stay away from the solution of the problem altogether. Only some people manage to find a solution to the problem they face based on creative methods.

Until the end of the last century, there was an opportunity to get acquainted with the methods of creativity in a relatively narrow circle, and it was possible to get acquainted with them through special seminars or a small number of literature on the theory of creativity. Although the number of resources

in this regard is increasing, many students do not have the opportunity to familiarize themselves with creative methods and apply them to solve problems in various fields.

As long as the person lives in the society, he adjusts his activities to the way of life. Adaptation encourages creativity. It is known that human activity is multifaceted. This activity is aimed at subjugating some of its areas to the knowledge of the secrets of the universe. The fields themselves encompass thousands and thousands of processes, and it does not take many generations to know them. However, each generation tends to innovate based on the demands of its time. It achieves these achievements with the help of creativity. Achievements consist of material and spiritual values.

G.S. Altshuller's ideas for developing the theory and practice of creative activity are of particular importance. He researched the problem of purposeful creation of inventions created by trial and error, as well as discoveries in science and art, discovered the development laws of technology and created the algorithm for solving inventive problems (TRIZ). Our analyzes in this regard have shown that it is not enough to acquire TRIZ and other similar methods of creativity to organize creative activities, for this it is necessary for each person to acquire the qualities of creativity. A student can master the techniques of creativity as well as mastering the laws of science, such as art, mathematics, and physics, but he will be able to achieve professional maturity only if he can organically develop the corresponding creativity qualities.

In the system of general secondary education and secondary special, vocational education, students can successfully engage in creative activities aimed at creating new things, such as solving physics-related problems, developing design solutions, creating a story based on the read text. In this sense, creativity can be perceived as the process of creating a new system, objectively (for everyone) or subjectively (for oneself).

Pedagogical problematic situations that students encounter in the educational process are a modeled view of the problems of professional activity that they have to solve as future specialists, and it prepares each professional to work in new, comparative and non-example situations. For this reason, the acquisition of creative methods by the future specialist is one of the important and decisive conditions for success in his professional activity.

It is known that reproductive abilities can be developed within certain limits, and creative abilities can be developed indefinitely as a result of individual interest and purposeful activity. Correspondingly, the activity can be either reproductive or creative. Reproductive activity is a process performed according to a certain algorithm, as a result of which a product is created that is not new for the subject of activity or for others. In contrast, it is impossible to create a detailed algorithm for their performance for any type of creative activity, but there are general algorithms specific to creative activities. An example of this is the specific procedures used in writing an article, writing an essay, solving design problems, and as a result of such creative activity, subjective or objective content innovation is created.

Factors such as a person's material well-being, level of education, and knowledge of languages can have an effect on occupying a certain position in professional activity, but high results cannot be achieved without the development of a person's creative qualities. Therefore, creative activity is considered the main intellectual property of a person, and it ensures that every person achieves successful results regardless of his professional field.

The student's ability to perform logical operations related to combining systems and their elements, determining cause-and-effect relationships, and conducting research determines the level of his creative thinking. This level of thinking is formed and further developed in the process of solving creative problems aimed at developing logical thinking. In the literature, issues of creativity - subjective

or objective new systems - are defined as issues aimed at creating information, projects, substances, events or works of art on the basis of changing learned rules or independently creating new rules. Along with the concept of the problem of creativity, there are also research problems, and to solve them, it is necessary to perform several scientific research activities. In order to develop creative thinking in students, it is necessary to develop a system of creativity issues in which the skills of students to combine systems and their elements, to determine cause-and-effect relationships, and to perform logical operations related to performing research actions are formed and developed in the process of execution. The system of creativity issues should be introduced as an integral part of the teaching of each academic subject, each subject.

The following groups and types of logical operations make up the system of creativity problems:

- issues related to the combination of systems and their elements. Separation of one or more elements from the system; equalization of elements and systems; systematization of elements; change elements; enter elements into the system; construction; designing; classification of elements and systems; analysis of structural and functional resources of the system;
- issues related to determining causality. Determining the reasons; determining consequences; proof; refusal; determining the rules; defining a new function; determine the connections between system elements; forecasting;
- issues related to research operations. Forming problems; creating a research plan, problem solving plan; planning and conducting observations, measurements and tests; analysis and evaluation of activity results.

It is also possible to enter combined tasks based on the combination of problems from different groups into the system of creativity problems.

However, the application of creativity issues in class and extracurricular activities does not allow to form or develop the creative qualities of a person by itself. This process takes place when students master the methods of solving creative problems and reach the level of being able to independently formulate similar problems. If the methods classified in a certain order are not used in solving creativity problems, it becomes an exercise no different from the game of "topaggon", which is interesting to a certain extent for the teacher and students, but is limited to making a one-time conclusion.

Analyzes and educational practice confirm that, in most cases, graduates of educational institutions are not able to independently solve issues arising in non-standard situations, slightly deviating from the rules taught in the educational process. However, any educational process is built on the basis of activities and tasks that have elements of creativity to a certain extent. This situation is largely explained by the fact that the characteristics of students' cognitive activity are not taken into account when organizing the educational process.

When learning any subject in academic subjects, the following steps should be followed in accordance with the structure of cognitive activity:

1. Formation of ideas - at this stage, students get acquainted with the general features of the system, object or event that they are learning, and study its general functions.
2. Formation of knowledge and reproductive skills - at this stage, students' knowledge and reproductive skills are formed based on the performance of reproductive theoretical and practical tasks.
3. Formation of scientific views and creative skills - at this stage, students mainly perform various creative tasks.
4. Development of scientific views and formation of research skills - at this stage, students perform creativity and research tasks.

As a result of the practical study of the educational process of general secondary schools, it was found that the first two stages of cognitive activity are carried out without problems, but the following problems exist in the organization of the third and fourth stages:

- the fact that most teachers did not clearly define the stages of learning subjects in science;
- that issues of special creative content are not systematically applied for the formation of creativity skills;
- the fact that not only students, but also teachers are not familiar with the methods of creative activity used in solving problems of creative content;
- students' independent work with scientific and scientific popular publications, lack of sufficient level of necessary research skills to be able to perform uncomplicated research.

Today, the rapid progress and development of science, technology and technology require the intensification of activities related to the modernization of educational content. However, the current mechanisms of improving the State educational standards and creating educational manuals do not allow to meet the requirements of modern development quickly enough. For this reason, it is one of the important requirements of the development of the society that the students should acquire the skills to independently familiarize themselves with new directions, inventions and discoveries in culture and art, without being limited by textbooks and study guides.

In general, creativity should be understood in a narrow and broad sense. When creativity is understood in a narrow sense, it should not be forgotten that it exists not only in the work of scientists, but also in the work of every human being. So creativity can be a simple everyday scientific complex conflict.

Scientific creativity is systematic, in which many aspects of human activity are characterized by knowledge, skills, experience, equipment, wealth of literature, special working conditions, etc.

In conclusion, creativity is the process of realization of emotional cognition and feelings arising from the personal ability of the researcher to create a certain innovation.

Thus, in preparing students for creative activities, it is necessary to fulfill the requirements stated above, establish teacher and student activities, their mutual pedagogical relations on a new basis, and improve the educational content reflected in educational standards, educational programs, textbooks and manuals based on the requirements for the creative development of the student's personality.

REFERENCES

1. Абдуллаева Ш.А. Организация работы по воспитанию толерантности в средних общеобразовательных школах. // Журнал «Современное образование», 2017, №7. -С. 31–35.
2. Ibragimovich Kh.I. Peculiarities of using credit-module technologies in the higher education system of Uzbekistan //Integration of science, education and practice. Scientific-methodical journal. - 2021. - P. 209-214.
3. Ibraimov Kh. "Theoretical and methodological basis of quality control and evaluation of education in higher education system." International journal of discourse on innovation, integration and education 1 (2020): 6-15.
4. Ibragimov, X., Abdullayeva Sh. "Pedagogika nazariyasi (darslik)." T.: Fan va texnologiya 288 (2008).
5. Ibraimov X.I., M.Quronov. Umumiy pedagogika (darslik). –T., “Shaffof”, 2023, 416-bet.

6. Khujanazarov U. About the protection of some rare and endemic plant species in the upper part of the Kashkadarya basin. – T.: News of the National University of Uzbekistan. № 3/2. 2015: 135-137.

7. Khujanazarov U..E. Ecological condition of some endemic plants in the foothills of the Kashkadarya basin. – T.: News of the National University of Uzbekistan. №3 / 2. 2017: 210-213.

8. Ibragimovich I. K. et al. PEDAGOGICAL ABILITIES OF A TEACHER, STRUCTURE AND DEVELOPMENT //湖南大学学报 (自然科学版). – 2021. – Т. 48. – №. 12.

9. Ибрагимов Х. И. ПЕДАГОГИКА И ВОСПИТАНИЕ //Экономика и социум. – 2021. – №. 1-1 (80). – С. 608-611

10. Ibragimovich, Ibraimov Kholboy. "Intensive methods of teaching foreign languages at university." Вопросы науки и образования 27 (39) (2018): 78-80.

11. Ибраимов Х. И. Педагогические и психологические особенности обучения взрослых //Academy. – 2019. – №. 10 (49). – С. 39-41.

12. Ибрагимов Х. И. Organizatsia самостоятельной работы студентов в условиях цифровизатsiи вузовского образования //Наука и образование сегодня. – 2020. – №. 7 (54). – С. 74-75.