

MECHANISMS OF CREATIVE SKILLS FORMATION IN STUDENTS

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Annotation

It is appropriate to use educational methods in the formation of students' creative skills in education. In this way, the productivity of the educational process increases, the independent thinking process of students is formed, students' passion and interest in knowledge increases, skills and competencies of solid assimilation of knowledge and free use of it in practice are formed. In the article, opinions on the creation of new ideas in the process of education and training are presented in order for students to have the qualities of creative creativity.

Keywords: professional creativity, qualities of creativity, knowledge, skills, competence, creative activity, personal creativity.

INTRODUCTION

Professional growth and development of a student as a specialist are manifested in the form of a systematic creative process. The formation and development of a creative person depends on the mutual compatibility of changes in his internal and external world, socio-economic conditions, and human ontogenesis - from birth to the end of his life, the content of activity that requires continuity and succession.

It is known that professional experience is reflected as an integration of knowledge, skills and abilities. However, mastering the skills of professional and creative activity is not only the integration of practical skills and qualifications, the development of methods and tools for the effective organization of activities as a specialist, but also the awareness of the methodology of professional creativity, the development of creative thinking and the development of a creative character. requires adequate mastery of personal qualities.

DISCUSSION AND RESULTS

Today, in the scientific and methodical literature, we meet such terms as "creativity" and "creativity". It is not by chance that these terms appeared in the pages of literature. The dictionary meaning of the word "creativity" is similar to the words "to create", "to discover something new". Creativity appears in various situations of activity. Curiosity includes the process of inspiration, aspiration, etc., from the emergence and manifestation of creativity in the highest form in the human mind. The need for activity in a person is an aspiration that has not previously been set as a goal in the activity, and is not considered a means of resolution. Creativity (lat., eng. "kreate" - to create, "creative" creator, creator) - describes the readiness of a person to produce new ideas and expresses the meaning of creative ability that is part of talent as an independent factor.

Creativity is the process of human activity that creates qualitatively new, material and spiritual wealth. Creativity represents the ability of a person manifested in work. Work can be creative as it creates a new reality that satisfies various social needs based on knowledge of the laws of the objective world. Types of creativity are determined by creative activity: inventor, organizer, scientific

and artistic work, etc. Opportunities for creative activity depend on social relations. Today, the educational reforms carried out due to independence depend on the training of highly qualified personnel who have a creative approach to their work and contribute to the rapid development of science, technology, art, and production. Accordingly, it is important and necessary to educate every student in the spirit of creativity, based on the students of social development.

Psychologist and scientist N.D. Levitov proved that creative activity is based on the following criteria:

- independence of thinking;
- assimilation, speed and consistency of educational material;
- the speed of mental reasoning (ingenuity) in solving non-standard tasks;
- to be able to distinguish the important from the unimportant by going deep into the essence of the studied phenomena.

in education, the conditions for the formation of students' creative activity are first of all the process of emergence, implementation and development of these conditions.

They consist of:

1. The knowledge, skills and qualifications that students should acquire in this regard when forming their creative activities.
2. The relationship between theoretical knowledge and practice in the formation of creative activity.
3. Training on the formation of creative activity, creating heuristic problem situations.
4. Technological approach to the formation of creative activity of students.

These conditions apply as follows:

The following requirements are set for the knowledge, skills, and abilities that students should acquire in the formation of their creative activity.

- to what extent the program has mastered the materials;
- mastering the basic concepts and rules of the subjects;
- being able to independently complete tasks on the chosen topic;
- to understand the main problems in the studied topics;
- to be able to use educational materials and technical tools, information technology in the performance of tasks;
- to show his ability and be able to develop it;
- able to set achievable goals, make plans and evaluate results;
- to be able to prove his opinion when studying topics;
- being able to recommend one's own option, etc.

These requirements give the teacher the opportunity to learn about the students' interests in learning, their educational activities, individual tendencies, and help to determine the structure of the educational process in this regard.

The formation of a creative person can be defined as the development of a person in terms of creative activities performed in a mutually compatible way and creation of creative products. The pace and scope of this process depends on biological and social factors, the activity and creative qualities of a person, as well as existing conditions, important vital and professional events. In modern conditions, it is necessary for a pedagogue to have the qualities of creativity. Possessing creative qualities of a teacher directs his personal abilities, natural and social energy, professional activity to quality and efficient organization.

In order for students studying in the higher education system to have creative qualities, they need to think about new ideas different from the traditional approach, originality, and initiative in the educational and educational processes. , a creative approach to organizing the professional activity of a future pedagogue with creative qualities, activeness in creating new, advanced, ideas that serve to develop students' educational activities and personal qualities, independent learning of advanced pedagogical achievements and experiences 'learning also focuses on having the experience of continuous, coherent exchange of ideas with colleagues about pedagogical achievements.

Usually, the ability of pedagogues to be creative is ensured by striving to solve pedagogical problems, carrying out scientific research or scientific projects, and achieving mutual creative cooperation.

A teacher does not become a creator by himself. His creative ability is formed over a certain period of time through consistent study and work on himself, and it gradually improves and develops. As in the case of any specialist, the foundation for future pedagogues' creativity is laid during their student years and is consistently developed in the organization of professional activity. It is important that the pedagogue directs himself to creative activity and is able to organize this activity effectively. In the organization of creative activity, a teacher should pay special attention to solving problematic issues, analyzing problematic situations, and also creating creative products of a pedagogical nature.

While solving problematic issues and situations, the pedagogue's creative approach to finding a solution to the problem helps him develop emotional and volitional qualities.

By putting problematic issues in front of him, the pedagogue confronts the evidence that contradicts his existing knowledge and life experiences. As a result, he feels the need to work on himself, study independently. The pedagogue's scientific and research work and the implementation of scientific or creative projects further develop his creativity potential.

Students can fully express their creative thinking skills in a comfortable environment. If students have a feeling of fear of failure, if they hesitate to express their opinion incorrectly, if they are afraid of criticism, in such a situation, it will not be possible to effectively form or develop their creative thinking skills. The ability to think creatively can be successfully formed only by making creativity a habit in students. In this process, the methods and tools used by them in the assessment of their thorough understanding of the content of the subject and creative thinking skills are of great importance.

As a result of practicing creative thinking skills, students not only rely on established connections, but also tend to establish new, meaningful connections in the brain, develop new ideas, and think in a new way. As a result of regular practice, new creative thinking becomes habitual and automatic. The human brain is always used to working correctly, that is, there is only one correct answer for the brain. However, this is not creativity. Creativity means that all answers can be correct as students defend their views. Immersion in the atmosphere of creativity is considered. Therefore, in order to make creative thinking a habit, students should be able to look at this process with confidence. Only if students' creativity is encouraged and a friendly environment is created, they can make creative thinking a habit. In a creative environment, teachers and students have a sincere attitude towards others and feelings such as disregarding their opinions and fear of criticism and humiliation hinder the formation of creativity in students. Just as any skill can be developed, so can the ability or skill of creative thinking. This also applies to students, and working on creativity can help students think outside the box. However, motivating students and encouraging them to be creative depends on the

level of competence of the teacher. Research on creativity and the work of creativity theorists serve as a guide for the formation of creativity skills in students. This includes the environment in the audience, the formation of the way of thinking in students, and the teacher's approach and strategic elements.

The teacher plays a special role in forming students' creative thinking skills. However, the teacher should create an environment in the audience where students can feel free and share their thoughts and ideas. Students should express their creativity in the audience in different ways.

In order to further activate the processes taking place in the minds of students, they should deviate from the established rules and standards and act freely in answering various questions. The teacher supports creativity in students by revealing unusual ideas and encouraging them verbally and non-verbally. The correct attitude of the teacher to the creative ideas given by the students is important in their understanding of possible and impossible conditions.

The following factors hinder the development of creativity in a person:

- avoiding risks;
- allow rudeness in thinking and behavior;
- underestimation of personal fantasy and imagination;
- subordination to others;
- thinking only about success in any case.

When a teacher provides students with new information and resources or uses new strategies, their minds "wake up" and focus. For example, dressing up as a literary character or historical figure, using historical or modern objects, playing music, telling anecdotes, changing classroom furniture, playing games (this is a high school o (applicable equally to students and students of higher educational institutions), changing the form of lessons. Even in higher education institutions, teachers should be able to create the necessary conditions for forming and developing students' creative thinking skills, for them to work as a team, in small or large groups. After all, in the process of working in large and small groups, there is an opportunity to creatively develop any ideas expressed.

We conclude the following in the development of creative qualities in students:

- firstly, pedagogues should take a creative approach to the creation of educational programs and educational resources and pay attention to the general development and professional formation of students;
- secondly, taking into account the ideological, scientific, visual, systematic, consistent presentation of educational information, interdependence between educational information of the prepared educational materials;
- thirdly, assignments should be prepared in accordance with students' age characteristics, practical importance, specific goal orientation, and students' needs and interests;
- fourthly, purposeful, consistent use of methods, tools and technologies that develop the qualities of creativity, as well as creative use of information technology opportunities in the organization of pedagogical activities;
- fifthly, if students' creative abilities are encouraged and the teacher creates conditions for students to work actively in pairs and small groups in a friendly environment, independent, creative, critical creative thinking skills develop.

CONCLUSION

It is important to create various conditions for the development of creative activity of students during the educational process. For this purpose, the identification of educational requirements and the organization of its priority areas based on these requirements on the basis of the researched education, creation of problem situations and the technological approach to education prepares the ground for the effectiveness of the development of students' creative activities.

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