FACTORS OF DEVELOPMENT OF CREATIVE ABILITIES OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS

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Enter. World educational and scientific research organizations are conducting scientific research on improving the mechanism of developing the creative ability of students, performing diagnostics of the level of creative ability development, and improving the processes of solving creative problems on the development of pedagogical creativity. Attention is paid to the development of educational tasks aimed at developing students' creative abilities, increasing the pedagogical possibilities of creative activity on the basis of assignments aimed at finding new creative solutions.

In recent years, in our republic, normative foundations for developing students' creative abilities and thinking, and further improving pedagogical and methodical training of students in pedagogical higher education organizations have been created. "Bringing the knowledge and skills of pedagogues to the international level" was defined as a priority task. As a result, the pedagogical possibilities of training the necessary leading personnel for the fields have been increased by developing the creative abilities of students.

Level of learning. M.Abdullaeva, A.A.Abdukadirov, A.R.Aripjanova, F.T.Otabaeva, B.R.Adizov, T.Aliboev, N.N.Alimov, Sh. Akhmedova, Sh.T. Boltaeva, G.N. Ibragimova, D.M. Makhmudova, Z.T. Nishanova, M. Tilakova, Sh.S. Sharipov, U.A. Usmonova, S.Sh. Utepov, Ch. T. Shakirova, A. Shermuratov, L. A. Qurbonova, A. R. Hamroev were involved.

Pedagogical factors of development of creative abilities of students from CIS countries scientists O.Yu.Aparina, D.B.Bogoyavlenskaya, N.A.Malinnikova, I.G.Pchelintseva, A.A.Stepanov, N.Rodgers, N.V.Sobko, I.A. Fomina, A.V. Khutorskoy, S.G. Yudakov, A.S. Kosogova, M.I. Meerovich, L.I. Shragina, G.V. Uradovskikh; A.D. Abakumov, T. Ermolova, Dj.S. Renzulli, A.I. Savenkov, S.A. Khazova, E.I. Shcheblanova, M.M. Yusupova will discuss talent issues; issues of creativity Sh.A. Abdullaeva, D.D. Muradova, G.Z. Yusupova, A. Abramova, A.A. Adaskina, I. Kishtimova, S. Krippner, Yu.G. Kruglova, L.G. Puzep, I.A. Snegova, I.A. Susokolova, E.E. Tuni; The system of working with talented learners was studied by N.V. Azanova, S.A. Dmitrieva, A.I. Savenkov.

The issues of creative abilities and creativity development in the educational system are covered by Barron Frank, Drapeau Patti, J.C. Gowan, Joyce VanTassel-Baska, Maud Besançon, Miller David Lee, A.J. Miller, Murat Tekin, Özden Taşğin, Ugur Saklar.

Method. In order to achieve the goals and find a solution to the tasks in the research process, theoretical (analytical-synthetic, comparative-comparison, analogy, modeling), diagnostic (surveys, testing, observation, designed methodologies), prognostic (expert assessment, summarization of independent assessments), pedagogical experimental and mathematical (statistical processing of data, graphic representation of results) methods were used.

Discussion. Pedagogical theory and practice are actively developing methods aimed at finding factors related to the creative activity of students and aimed at developing creative abilities.

Research shows 3 factors in the development of creative abilities of students:

From researchers to the genetic factor, , the dominant role of cognitive motivation; creative activity; achieve original solutions; predictability and foresight; it introduces the ability to create ideal standards that provide high aesthetic, spiritual and intellectual values.

The study of genetic factors in the development of creative abilities begins with the distinction between the concepts of talent and ability.

Creative abilities are an individual feature of the psychological functional system, which determines the effectiveness of its creative process.

According to B.M. Teplov's point of view, it is necessary to distinguish between innate physical characteristics of a person for the development of abilities and talents. Talent is some genetically determined anatomical-physiological features of the brain and nervous system, individual-natural factors of the complex process of development and development of abilities. Talent is multifaceted, so different abilities can be developed based on them.

Emphasizing the importance of external factors in the development of creative abilities, researchers say that creative abilities can be developed in preparation for any professional activity. That is, they say that the purposeful development of desired abilities is carried out in educational activities.

In order to achieve the set goal in educational activities (educational environment), it is necessary to solve the following tasks (Fig. 1).

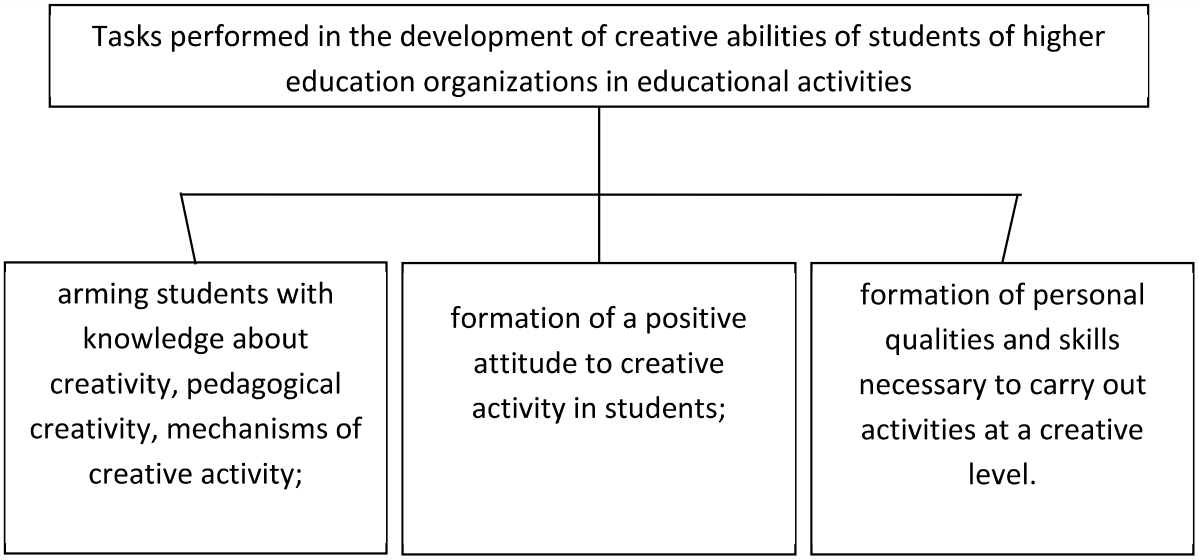


Figure 1. Tasks performed in the development of creative abilities of students of higher education organizations in educational activities

Based on the analysis of literary sources and pedagogical work experience, it is necessary to focus on the group of main pedagogical factors that serve to develop the creative abilities of learners. It allows to form the principles of organizing pedagogical activities that help students to develop their creative abilities:

Factor 1. Creative nature of educational activity. However, S. L. Rubinstein said that "in the activity, all the mental characteristics of the person are not only manifested, but also formed." Abilities are formed in the process of interaction of a person with one or another quality with the world.

In the educational process, the factor of ensuring the creative nature of educational activities should be the main factor. After all, creative activity creates conditions for the development of creative abilities. The procedural side of creative activity consists in finding and solving a problem.

Factor 2. Acquisition of necessary knowledge and skills for creative activity. S. L. Rubinstein shows the significant role of a specific dialectic between knowledge, skills and abilities in the development of abilities in the process of activity. He stated that, on the one hand, the acquisition of knowledge and skills presupposes the existence of certain abilities, and on the other hand, the development of abilities for a certain activity implies the acquisition of related knowledge and skills.

Researchers also include heuristics in the mechanisms of creative activity. That is, the main heuristic methods can be distinguished (Fig.2).

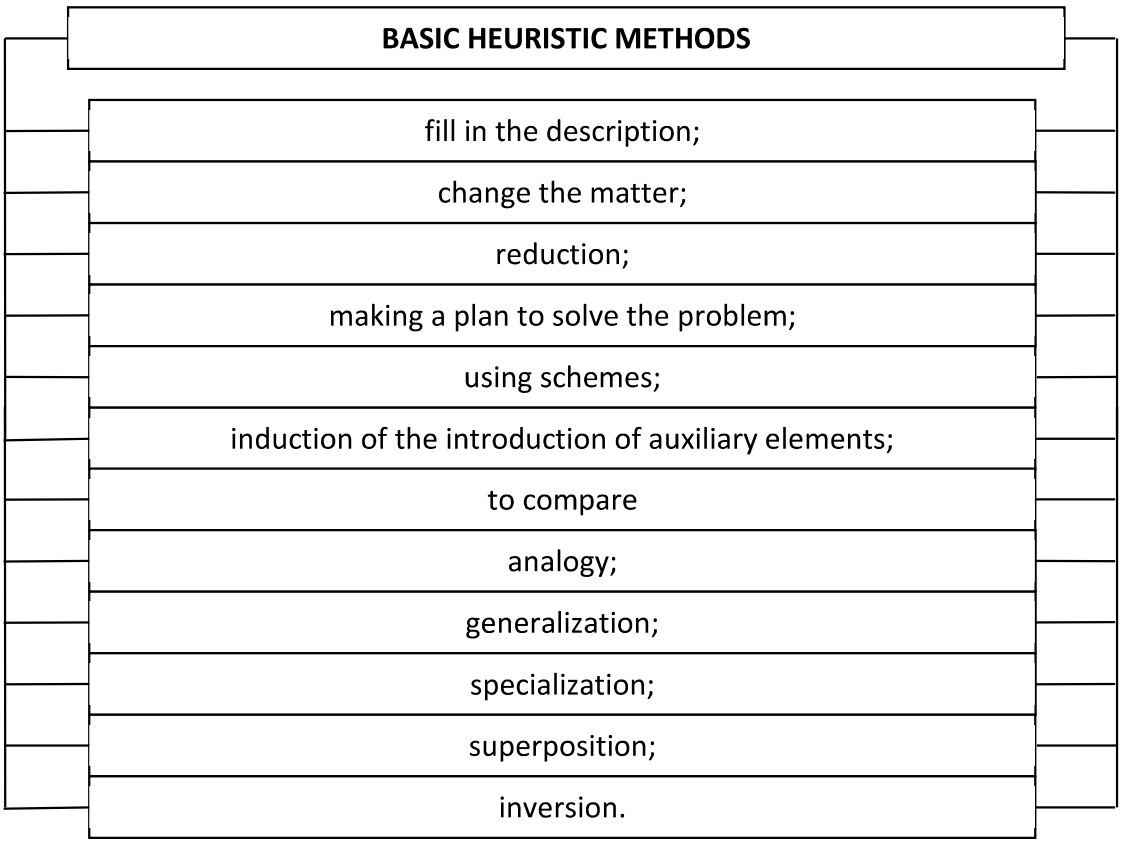


Figure 2. Basic heuristic methods

The sequence of stages proposed in the theory of mental development for the development of creative abilities of students of higher education organizations (Fig. 3)

Figure 3. The sequence of stages proposed in the theory of mental development for the development of students' creative abilities

Factor 3. Taking into account the level of development of creative abilities. In all its forms and methods in the educational process, regardless of what characteristics and to what extent they are taken into account, the individualization of education is to take into account the individual characteristics of learners.

Factor 4. A factor that stimulates the creative activity of a person.. It is known that the person develops as a whole. "The essence of cultural development is that a person acquires his own behavioral processes, but the necessary factor for this is the death of a person, so the development of one or another function is a product of the general development of a person and is determined by it." therefore, the development of creative abilities is encouraged by other components of a creative person.

The teaching process includes a consistent increase in the content of learning the subjects of the curriculum. Three levels of learning are characteristic for the cognitive process and are called mastery levels. These are: level of perception, understanding and recall; the level of application of knowledge based on a certain example in a similar situation; level of knowledge application in new situations.

Result. At a high level, creativity is manifested as a holistic creative activity with maximum independence at all stages of the process. In theory, it is necessary to pay attention to the formation of concepts of creativity and distinguish the characteristics of pedagogical creativity.

In the first two levels of creativity analysis, the decisive role is given to the teacher, who is both the leader of creativity and the model of creativity. The student goes through the initial stages of imitation. "Imitation elevates a person to the highest level of development of the social and cultural environment that people have achieved."

At the level of creative activity, the student should re-understand the existing experience of creative activity, make individual corrections, and try to supplement it as much as possible. That is, creative abilities should have elements of individuality.

Self-development of creative abilities is a process of conscious and to a certain extent independent opening and development of the creative potential of a person. The goal and result of this process is to achieve a certain level of development of creative qualities and abilities; its means and methods are determined by the possibilities and abilities of the individual to carry out this process. So. It is necessary to try to gradually move from the development of creative abilities to their self-(reflexive) development.

Summary. The big difference between creativity and other types of mental work is that it is a continuous phenomenon. Personal qualities of the creator play an important role in this process. Pedagogical creativity is manifested in the active work process of the pedagogue aimed at searching for more rational ways of educational work, effective solution of pedagogical problems. This is a teacher observes the process, checks, researches, designs activities.

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