

FORMATION OF CREATIVE THINKING IN STUDENTS IN THE LEARNING PROCESS

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Abstract

The article examines issues related to the formation of creative thinking in the learning process. The author describes methods for developing students' creative abilities, considers the theory of inventive problem solving, and provides an example of a creative lesson.

Keywords: Creativity, creative tasks, development of creative abilities, creative thinking, creative lesson.

Introduction

The modern education system of the Republic of Uzbekistan aims to create the necessary conditions and opportunities for younger generations to become not only physically and spiritually healthy, but also intellectually developed, educated, and knowledgeable at the level of great achievements in world science and technology. To achieve all this, it is necessary to humanize the education system and to shape a creative, thinking personality. Under contemporary conditions, the demand for creatively minded individuals is high and will continue to grow.

Creativity is an individual's creative ability, characterized by a readiness to generate fundamentally new ideas that differ from traditional patterns of thinking, and that form an independent factor within the structure of giftedness, as well as an ability to solve problems of static systems. Creativity contains the source of self-realization and self-development of the individual. L. N. Tolstoy wrote: "If a student does not learn to create anything on his own at school, he will always imitate and copy throughout his life."

The meaning of the English word creativity is to create, to produce, to generate. Creativity is a set of system capabilities that allows the generation of

fundamentally new, original, non-standard ideas and the application of previously unused means to solve problems and achieve goals. It involves using the capabilities of consciousness, preconsciousness, and subconsciousness to find original and effective solutions. Therefore, it is necessary to continuously stimulate the development of such personality traits. The term creativity refers to the ability to see things in a new, unusual way and to solve problems with unique approaches. It is diametrically opposed to stereotypical thinking.

Today's student is often difficult to motivate toward cognitive activity, searching for solutions, and pursuing goals in the modern information and communication environment. This happens because learners often experience significant difficulties in perceiving educational material. They struggle with the independent search, processing, organization of information, and creation of their own informational products.

Foreign psychologists studying creativity have concluded that creative thinking is productive: it creates something new that goes beyond the existing system of knowledge and education as a whole. The main properties of creativity are fluency, flexibility, originality, elaboration, imagery, abstractness, and stress resistance.

An essential condition for creativity is the willingness to accept alternative approaches and viewpoints.

Creativity can be developed:

- a) through communication with creative people;
- b) through an adult environment that serves as a model for imitation;
- c) through a trusting relationship between parents and children;
- d) through early involvement in creative activities;
- e) through opportunities for emotional self-expression;
- f) through a positive attitude toward the child's research activities.

According to teachers, the personality of an "ideal student" is as follows: intelligent, inquisitive, sincere, kind, disciplined, and easy to manage. A creative student may not possess all these qualities, but such a student has a desire for creativity and for non-logical approaches to solving problems. Researchers have concluded that even when organizing creative activities, it is not fully possible to teach creativity. Creativity is not merely a characteristic of cognitive processes, but a characteristic of personality. Developing creative thinking means forming

and improving skills of analysis, synthesis, comparison, generalization, and cultivating students' imagination.

The fundamental components of creative potential include:

1. specialized knowledge
2. broad outlook
3. internal and external readiness for creativity.

To develop creative (i.e., divergent) thinking, innovative teaching methods should be used: problem-based learning, project-based methods, research methods, game technologies, brainstorming, case methods, and creative-task methods. These can be implemented both traditionally and remotely using innovative technologies.

Many successful people claim that 30–50% of their project success comes from creative, original ideas generated either by themselves or by professionals with well-developed creativity. Creativity brings new achievements, which in turn serve as sources of further creativity and inspiration.

We live in an era of discoveries and socio-economic and political transformations; therefore, every person is required to act non-traditionally and creatively according to the situation. Developing a creative personality in learners has become one of the most important tasks of modern higher education.

Thus, an educational process based on innovative technologies contributes to the formation of creative thinking in students who are capable of competing in science and in the labor market.

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