

## Cognitive Approach to Creative Creativity in Students

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### ABSTRACT

The article deals with current scientific, theoretical and practical issues of pedagogical and psychological aspects, factors of pedagogical development of creative abilities in students, pedagogical mechanisms of development of creative abilities in students through interactive educational technologies and methods, creatively oriented educational programs, prognostic and qualimetric methods of developing students' creative potential ideas are stated.

**KEYWORDS:** student, creativity, ability, pedagogical-psychological aspect, factor, interactive educational technologies, method, creatively oriented educational programs, prognostic and qualimetric method

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### INTRODUCTION

The relevance of cognitive issues of the methodology of creativity development is due to the need to modify the concept of "student" in the university. It is known that the formation of students' creative potential has become one of the most important issues in the science and practice of pedagogy as an important link in the system of continuing education in the XXI century. At the 1998 World Conference in UNESCO in Hamburg, adult education was recognized as the "key to opening the door" in the 21st century. The creation of intellectual resources for socio-economic development through the development of innovative potential, acmeological competence and creativity of teachers around the world is becoming increasingly important [1 p 12].

An important component of such a transformation is the development of creativity as a condition for the activity of not only an educated and research-minded specialist, but also a creator capable of productive innovation. To do this, it is necessary to develop individual approaches to teaching based on real cognitive resources of students.

### LITERATURE ANALYSIS AND METHODOLOGY

A.A.Abduqodirov, R.B.Abdurakhmanova, B.Adizov, A.Azizxodjaeva, N.Sh.Azimov, N.N.Alimov, Yu.M.Asadov, U.Sh.Begimkulov, A.A.Beknazarov, L.S.Beknazarova, R.X.Djuraev, B.R.Djuraeva, F.M.Zakirova, N.A.Muslimov, N.I.Toyloqov, U.K.Tolipov, S.Rahmonqulova, O.K. In the scientific works of Khaydarova, Sh.S.Sharipov, G.B.Shoumarov, U.Yuldashev the continuous development of creative abilities of students, formation of pedagogical culture and creativity is studied [2 p 8].

D. Gilford, founder of Creativity Research, has proven that effective solutions to problems depend not on knowledge and skills measured by existing intellectual tests, but on an individual's ability to quickly apply the information provided to solve a task in a variety of ways. Such originality was called creativity. D.Gilford and E.Torrans identified 16 intellectual abilities that characterize the peculiarities of creative thinking. Among them, agility, resourcefulness, curiosity and logical thinking are of particular importance [3 p 17].

S. Spearman argues that creativity is a high level of human mental power that creates new content by modifying and creating existing relationships. W. Simpson, on the other hand, interpreted it as the ability to break the generally accepted order of following ideas in the thought process. E. Torrance believed that creativity is not a special, but a constellation of general intellect, a general ability based on personal characteristics and abilities inherent in productive thinking. He is in a state of insufficient knowledge; in the process of entering information related to new structures and relationships, in identifying the necessary information, in the search for and testing new solutions, in presenting the results. Under creativity, he understood the sharp acceptance of existing shortcomings, knowledge gaps, and "white spots" [4 p 41].

## RESEARCH METHODOLOGY

Improving the practical and technological system of developing the creative potential of students in higher education institutions.

## DISCUSSION

Creativity is manifested as a set of skills related to a person's creativity, creative qualities. Creativity includes a high level of sensitivity to problems, intuition, anticipation of results, imagination, research and reflection.

A person's creativity is manifested in his thinking, communication, emotions, certain types of activities. Creativity describes a person as a whole or its specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines the sharpness of the mind.

It can be seen that creativity is a process directly related to the individual psychological characteristics of the individual. Its development is influenced by the process of intellectual-intuition-logical thinking.

The development of creativity in students depends on the level of knowledge of students, the level of mastery, the source of education, didactic tasks in the process of mastering the content of education [5].

requires the establishment of. It is necessary to observe the following pedagogical conditions:

to determine the tendency of students to engage in creative activities,

shaping learning needs and providing an environment for independence in the educational process;

to create opportunities for students to think creatively, to tolerate the variety of ideas and ideas expressed by

students, and to encourage their active participation in the learning process.

to ensure that each student has confidence in his or her ability to think creatively, and to encourage their creative activity on a regular basis;

individualization of the educational process based on the characteristics, needs and intellectual potential of the student;

to form in students the skills of working individually, in small groups and in a team, to expand their creative potential, to encourage them to adopt non-standard solutions, along with standard solutions, ready to solve problems;

selection and implementation of interactive forms and methods of interactive training that allow to develop and improve cognitive knowledge in practice, which is the basis for the development of creative activity [6].

Based on the above, in the development of creative abilities in students:

1. Factors that develop students' creative abilities: the development of creative thinking skills, the formation of creative activity, the strengthening of research and problem-based research in the educational process; organization of conditions for the creative solution of problems and the development of creative activities of students; to achieve students' approach to the experience of creative activity as an integral part of the content of professional activity and future professional activity; to focus the process of developing students' professional skills and abilities on the basis of working on interactive methods and technologies, including independent creative activity, independent learning, self-education, self-knowledge, self-realization, independent working abilities of students activation, achieving their creative thinking in the process; creating a conducive creative collaborative environment for students to demonstrate their creative abilities.
2. It is necessary to systematically study the pedagogical needs, interests, areas of special importance of students, while identifying effective ways to overcome the counter-aggressive, thesaurus and interaction barriers encountered in the organization of their creative activities.
3. The organization of the teaching process on the basis of ideas, concepts and best pedagogical practices that serve to meet the creative interests and needs of students serves to form a

meaningful-action approach to the development of creativity.

4. On the basis of the development of creative skills of students, it is expedient to pay special attention to the development of their specialized, ie pedagogical creative competence, with the widespread use of modern information and communication technologies, innovative strategies, interactive teaching methods and technologies.
5. It is necessary to develop creatively oriented educational programs in higher education institutions to ensure the effectiveness of the reproductive, creative-research and innovative stages of development of students' creative abilities and to assess changes in the development of students' creative skills and abilities.
6. Improving curricula and technologies aimed at the continuous development of creative competence of teachers in higher education, as well as the creation of modern information and methodological support for the development of creative abilities of students will increase the effectiveness of the process.

## CONCLUSION

Given that creativity is an individual trait of an individual, it has been concluded that creative potential cannot be formed without personal commitment. By its very nature, the educator achieves the modeling of a harmoniously developed generation by deciding on a person-centered approach. In our opinion, the formation of a modern pedagogical personality is based on the formation of creative potential.

Thus, the creation of a pedagogical creative environment, based on the requirements and criteria, taking into account the requirements of the person-centered approach, is one of the necessary conditions for the formation of the creative potential of teachers. Because a person-centered approach allows the educator to develop himself.

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