

**CONTENT OF THE DEVELOPMENT OF CREATIVE QUALITIES OF STUDENTS****Rasulova Z. D**

P.f.f.d., (PhD) Bukhara State University

**ANNOTATION**

The article discusses issues such as not only relying on established connections as a result of training students' creative thinking skills, but also establishing new, meaningful connections in the brain, developing new ideas and stimulating new thinking. The criteria for the development of creative thinking are the content of knowledge, understanding, application, analysis, synthesis, evaluation.

*Keywords: creativity, professional activity, educational process, creative qualities, creative character, knowledge, understanding, analysis, synthesis, evaluation, logical thinking, creative sensitivity.*

**INTRODUCTION**

In order for students in the higher education system to have creative qualities, they need to think about new ideas, originality, initiative, which are different from the traditional approach in the educational process.

Consequently, a creative approach to the organization of the professional activity of future teachers with creative qualities, active in creating new, advanced, educational activities of students, ideas that serve to develop personal qualities, independent study of advanced pedagogical achievements and experiences, as well as pedagogical achievements with colleagues. focuses on gaining experience in brainstorming. Typically, students' creative abilities are ensured through the pursuit of problem solving, the implementation of research projects, and the achievement of mutual creative collaboration. The creativity of the student person is manifested in his thinking, communication, emotions, certain types of activities.

**The main part** As mentioned, creative qualities do not develop spontaneously in students, as in all individuals. Accordingly, there are a number of ways to successfully develop creative qualities. The first way is to develop creative thinking skills. The main emphasis is on the formation of creative thinking skills, students are focused on expressing the essence of actions of a creative nature using verbs. In particular, teachers pay attention to the presence of necessary verbs in the questions that encourage students to think in order to effectively develop creative thinking skills.

**The second way** - developing practical creative thinking skills. Educators use demonstrative methods and techniques in the formation and development of students' creative thinking skills. The use of questions here can only help in the short term, it does not develop interactivity and initiative in students.

**The third way** - organization of creative activity processes. In this way, emphasis is placed on creative thinking in the process of solving problems and promoting innovative ideas. Although creative methods and techniques are not actively used in these processes, creative thinking occurs.

**The fourth way** - use of creative products. In doing so, the educator may ask students to create a presentation using Power Point or multimedia tools, for example, on “Modeling a Women's National Dress”. In the process of preparing the presentation, students actively develop creative thinking skills. Students can fully demonstrate their creative thinking skills in a comfortable environment. If students have a sense of failure, fear, fear of misrepresentation, fear of criticism, in such a situation it will not be possible for them to effectively form or develop creative thinking skills. Creative thinking skills can be successfully formed in students only by making creativity a habit. In this process, the methods and tools used by them to assess the content of the topic and creative thinking skills are important.

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 new ways. Just as it is possible to form any skill, it is also possible to develop a creative thinking ability or skill. This also applies to students, where working on creativity helps students think in an unusual way. However, inspiring and encouraging students to be creative depends on how qualified the teacher is. The teacher plays a special role in the formation of creative thinking skills in students. However, the teacher should create an environment in the classroom where students can feel free and share their thoughts and ideas. Students should be able to express their ideas and opinions in a variety of ways in an audience. In order to further activate the processes taking place in the minds of students, the established rules should go beyond the standards and move freely in answering various questions.

Creativity (Latin, "create" - to create, "creative" - creator, creator) means the creative ability of the individual, which characterizes the readiness to produce new ideas and is part of the talent as an independent factor. So, from a didactic point of view, creativity is the ability of a teacher to create new ideas, to go beyond the traditional scheme of thinking and make unique, original decisions.

Having creative qualities in students helps them to create new ideas that are different from the traditional approach to the teaching and learning process, not to think in the same mold, originality, initiative, intolerance of uncertainty. Consequently, a creative approach to the organization of professional activities of teachers with creative qualities, active in creating ideas that serve to develop new, advanced, future teachers, personal qualities, independent study of advanced pedagogical achievements and experiences, as well as constant, consistent pedagogical achievements with colleagues focusing on gaining experience in brainstorming creates self-creative ability.

**Creative competence** consists of the following interrelated parts.

1. Creative purpose.
2. Creative aspiration.
3. Creative construction.
4. Creative direction.
5. Creative expressive act.
6. Creative self-management.
7. Creative activity.
8. Level of creative aspirations.

The creative thinking of students emerges and develops in his creative activity.

**Stages of formation of creative thinking**

Stages	Contents
Creativity based on natural possibilities	Represents the specific behavior of an individual
Primary (general) creativity	A general ability to demonstrate a person's creativity (it is manifested at the age of 3-5 years, and is clearly expressed in his actions at the age of 6-7 years)
Specialized creativity	Ability to express creativity in a particular type of social activity (according to

	which, based on the experience of professional and creative activity, under its influence, the overall creativity develops)
--	---

**A student with creative potential can demonstrate the following skills:**

be able to determine the nature and significance of the task;

be able to analyze the problem statement;

development of a plan to solve the problem;

effective methods of problem solving - analysis, synthesis, induction, deduction, comparison and their application;

be able to choose ways to solve the problem;

substantiation and re-examination of the correctness of the decision made;

Carrying out small research to solve the problem;

Formulation of evidence on the conditions of the solution of the problem, the course of the process and the generalization of the results of the solution of the problem.

Criteria for the development of students' creative thinking The content of knowledge, understanding, application, analysis, synthesis, evaluation was developed as follows.

**Criteria for developing creative thinking in students**

№	Criteria	Contents
1	Knowledge	Being aware of knowledge means mastering it, memorizing it, recollecting it.
2	Understanding	To think about knowledge, to observe, to master the logic of transition from theoretical to practical.
3	Apply	Apply knowledge in practice.
4	Analysis	To study a whole, a whole object, event and reality and process in detail, based on the available knowledge, to draw detailed conclusions.
5	Synthesis	Draw a general conclusion about a whole object, event, reality and process as a whole on the basis of individual, separate components based on the available knowledge.
6	Rating	Assessment of a person's theoretical knowledge and practical skills.

Analyses show that students with creative thinking show the following.

Expresses ideas that other future educators may not have imagined, chooses a unique way of expressing themselves, sometimes asks irrelevant or unusual questions, enjoys tasks that remain open to the solution, prefers to discuss ideas based on concrete evidence, chooses an unconventional approach to finding a solution.

**Based on these approaches, students' creative qualities emerge:**

- creative orientation, ability to think logically;
- erudition, rich imagination;

- creativity and initiative, full demonstration of creativity;
- ability to reflect, rich in emotions;
- ability to take risks, speed of thinking;
- development of intuition, the ability to put forward original ideas;
- possession of innovative abilities, high artistic values;
- ability to make new decisions based on existing experience and knowledge.

## CONCLUSION

In the development of creative qualities in students, firstly, teachers take a creative approach to the creation of curricula and study resources, focusing on the overall development and professional formation of students, and secondly, the ideological, scientific, visual, systematic, consistent presentation of educational information, taking into account the interrelationships between educational information, thirdly, the relevance of assignments to the age of students, their practical significance, purposefulness and preparation in accordance with the needs and interests of students, fourthly, the purposeful, consistent use of methods, tools and technologies to develop creative qualities, as well as the creative use of information technology in the organization of pedagogical activities, fifth, independent, creative, critical creative thinking skills are developed when students' creative abilities are stimulated and the teacher creates a friendly environment for students to work actively in pairs, in small groups.

## REFERENCES

1. Ибрагимова Г. (2015). Педагогик инновациялар ёрдамида талабаларнинг креатив қобилиятларини шакллантириш. *Замонавий таълим*, 1(3), 50-54.
2. Drapeau Patti. *Sparking student creativity (practical ways to promote innovative thinking and problem solving)*. – Alexandria – Virginia, USA: ASCD, 2014
3. Расулова З.Д. (2020). Дидактические основы развития у будущих учителей креативного мышления. *European science*, vol. 51, no. 2-2, pp. 65-68.
4. Rasulova Z.D. (2020). Conditions and opportunities of organizing independent creative works of students of the direction Technology in Higher Education. *International Journal of Scientific and Technology Research*. 9:3, pp. 2552-2155.
5. Rasulova Z.D. (2020). Pedagogical peculiarities of developing socio-perceptive competence in learners. *European Journal of Research and Reflection in Educational Sciences*. 8:1, pp. 30-34.
6. Расулова З.Д. (2020). Эффективность дистанционной организации процессов обучения в высшем образовании. *Academy*. 62:11, С. 31-34.