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Annotation: This article considers the consideration of pedagogical opportunities for the development of creativity of students of higher education organizations - as a factor ensuring the mental maturation of their students. It is also indicated that in the process of higher education institution and further professional development, students must be aware of the content of scientific approaches, concepts, theories, the latest information in their subject. Kreyativ specialists are one of the main tasks of the educational system of rivojlantirish modern jamiyat. Therefore ushun today's educationiarayonida kreyative teaching, an unusual yyeshim narrowing period requirement in relation to any situation.

Key words: Creativity, Innovation, Science, Scientific and pedagogical activity, research, discovery, self-awareness, scientific conferences, intellectual.

In our research work, creative thinking is considered as ajralmas mental education, as a generalized indicator of mental rivojlanishning, as a concept of iodkorlik, as the ability to reveal the problem of individualization of Education. In contrast to the traditional approach of creative thinking as an ability, it is proposed to understand the cognitive activity of an individual as natiyasi. Any activity mavjudligi and rivojlanishinig have specific conditions, therefore, in order to carry it out, it is necessary to acquire certain knowledge, skills and qualifications inherent in this type of activity. Creative activity is no exception, but at the same time it has an important feature - one of the methods used in any professional activity is characterized. The peculiarity of creativism from scientific and pedagogicalixat lies only in the fact that these optimal methods are used in solving technical problems. Therefore, success in any professional activity can be achieved not only due to the knowledge, skills and qualifications inherent in this type of activity, but also due to the skillful use of the creative methodology in this activity.

In our research work, the students ' abilities are treated as rivojlantirish, based on the proposed kreativ jarayonning features. The origins of creative thinking are fantasy and diversity and systematic thinking that allow us to see the problem as a whole.

Creative modern jamiyatda active jarayoni - ijtimoiy-cultural changes, ijtimoiy-economic changes natijasida traditional, and modern, the mutual influence of national culture, jamiyatni modernization, is the basis for creative learning. The pedagogic iarayan, where creative competencies are applied, is itimoiy-the methodology of the cultural approach the need to evaluate its changes and study pedagogical systems arose in natiasasi. Itimoiy-the essence of the cultural approach as a form of a systematic approach jamiyatni is an attempt to consider it as a certain specific integrity. It is based on the understanding of human activity as a unit of culture formed and modified in natiasasi, and of itimoiylik. This constitutes a whole whose unit properties cannot be deduced from the properties of the parts. The person himself with a sociocultural approach, firstly, as a system of relations, outside theiamiyat, and secondly, as a set of values and norms, cannot be a without culture.

Among pedagogical terms, the concept of "creative thinking" occupies a special place. On the one hand, it is inextricably linked with the concept of iodkorlik itself, which appears in joi, where ability and talent are discussed. The term is mentioned in almost alloйдаoi where the problem of individualization of education is discussed [1].

First, creative thinking is included in the global concept of iodkorlikning, and often, even in highly professional studies, authors tend to define iodkorlik and creative thinking. For Example, G.S.Altshuller, N.N.Veresev and others connect them in a completely different way [2].

Secondly, most of the work on the problem is abstract outside the unified system, which is aimed at substantiating the concept of creative thinking and its criteria. For Example, R.Weintsweig and Ya.A.According to Ponomarev, knowledge of creative thinking leads to the correct solution to all problems [3]. If we muroaataat the most famous theories of thought, then their subject was a specific form of thinking, in which it is also possible to prove the proposed topic. Divergent , versional, hypothetical, productive - all these "types" of thinking are actually its highest forms, the most effective being rivojlanishiNING natijalaridip.

In our opinion, creative thinking is both divergent and diverse, and hypothetical and effective thinking. It is the highest form of thought Development. of particular note is the content connection of creative thinking with different types of thinking.

Visual and effective forms of creative thinking (e.g., designing models) and figurative creative thinking (e.g., writing poetry, painting), as well as verbal and logical creative thinking (scientific iod, etc.) are effective in the same daraja. Based on the above, it can be assumed that these types of thinking provide the versatility of rivojlanishi creative thinking. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

It is important to prepare students of higher education organizations for practical and pedagogical activities, to master professional competence jarayonida in them to take into account the above requirements as a mavudud pedagogical opportunity to get creative thinking regularaam.

The pedagogical possibilities of creative thinking in students in higher educational institutions are also represented in them by the mavudud system of requirements in the direction of the need to go to rivojlantirib for these qualities.

In conclusion, in order to ensure the systematicity of creative thinking in students of higher educational institutions, it is necessary to connect the subjects studied in the subjects of pedagogical technologies and pedagogy of primary education, innovation and integration to the established norms, requirements, norms, universal values, in accordance with national and world standards and in a way that pays attention to the personality of each student, This, in turn, determines the need for students in higher education organizations to improve creativism in the model of.

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