

FORMATION OF CREATIVITY AIMED AT THE PROCESS OF CREATIVE POTENTIAL COGNITION IN STUDENTS

Feruz Turdikhujaevna Exsonova
ASU doctor of philosophy in pedagogy (PhD).

Annotation: *creativity: it is considered the ability of an individual to create new ideas that, in contrast to traditional thinking, serve to ensure the effectiveness of a certain behavior, activity or process, as well as to characterize his preparation for a positive solution to existing problems.*

The creative potential of an individual is reflected as its general characteristic. It is considered the initial condition and result of creative activity. This quality expresses the ability and readiness of the individual for self-expression. Moreover, on the basis of creative potential, the personal abilities, natural and social power of each individual are manifested in a holistic way.

Keywords: *creativity, traditional thinking, generation of ideas, creative ability, creative potential, creative lesson.*

Introduction: *creativity: it is considered the ability of the individual to generate new ideas that, in contrast to traditional thinking, serve to ensure the effectiveness of a certain behavior, activity or process, as well as to characterize their readiness to positively solve existing problems.*

Creative potential the process of cognition is closely related to directed creativity, which, unlike traditional thinking, is reflected in the speed and flexibility of thinking, the ability to create new ideas, as well as aspects inherent in the character of the individual – thinking in one mold, originality, initiative, tolerance of uncertainty, intelligence.

Usually it is important for a student to have the ability to creativity to strive to solve certain problems, carry out small research and achieve mutual creative cooperation with peers with the same area of interest in this trend.

Readers do not remain creative on their own. Their creative abilities are formed over a certain period of time through consistent reading and learning, work on themselves, and it gradually improves and develops. In order for Primary School students, as in any individual, to have creative abilities, a foundation is laid in the same period of education and is consistently developed in the organization of professional activities. In this, it is important for students to orient themselves towards creative activity and be able to effectively organize this activity. When organizing creative activity, it is necessary that the person pay special attention to solving problem issues, analyzing problem situations, as well as creating products of creativity.

Solving problem issues and situations, the student's creative approach to finding a solution to the issue contributes to the development of emotional-volitional qualities in him. The reader collides with evidence that contradicts his existing knowledge and life experiences by putting problematic issues in front of him. Thanks to this, working on oneself, one feels a relative need for independent reading and learning.

M.Csikszentmihalyi (1996) is of the opinion that creative people are divided into two categories, namely "Big K" – these are the leaders of the sphere in which they operate, constantly striving to make changes, "small K" – these use their creativity skills only in everyday life and to bring benefits)[3]. Many readers know that they are not creative; they have the idea that creativity is a dream that they cannot achieve and that only talented people can be creative. They believe that creativity it is only in people belonging to the " Big K " category or students studying in the field of art or organizing educational and cognitive activities. When students understand that it is not necessary to be a person belonging to the "Big K" category to be creative, creativity becomes a skill that can be acquired for them. As a result of such a thought, students, feeling less "crushed", can manifest themselves with fresh new ideas, and day after day their interest in actively participating in

interactive tasks in the course process increases, and their performance also increases. They begin to give themselves a high assessment and strive to achieve even higher indicators in the field of creativity. The more students use the possibilities of creative thinking, the more active they are.

Creative classes instill excitement and interest in students, that is, as students have increased interest, they move even more. According to Dweck (Dweck) (2006), students have a habit of believing that action and activity do not lead to major changes; they know that they have a certain potential, but believe that it does not change anything; therefore, it is considered dangerous to evaluate them not always for their achievements, but for their failures[4, 29-b.]. On the contrary, readers who have a high assessment of themselves believe in the development of skills and giftedness in themselves. Such students are usually actively involved in complex work and are able to manifest themselves too. If they go and make a mistake, draw conclusions from it and continue to grow. Students with this habit of thinking will be more introverted and more inclined to use creativity skills.

Creativity can also be analyzed as learning-knowing or preference: some students prefer critical, analytical or evaluative thinking, while others prefer to have knowledge based on facts, while others tend to be creative and critical thinking by nature. Based on this, teachers are considered expedient if they plan classes based on the interest, ability and inclinations of each student and, moreover, their learning-cognitive style (Starko A.J., 2005) [5]. The teacher can give students tasks that require creative, critical thinking by working individually or in groups. In doing so, students have the opportunity to choose one of both ways of thinking.

Readers with creative thinking:

- Puts forward ideas that did not come to the minds of other readers.
- Chooses a specific style of self-expression.
- Sometimes asks questions that have nothing to do with the topic or "not scarce".
- The solution will enjoy the tasks that remain open.
- Prefers to discuss ideas rather than facts.
- Chooses an unconventional approach to finding a problem solution.

Thus, creative thinking is one of the types of thinking inherent in humanity, with the help of which the essence of events, phenomena is interpreted in a special, specific appearance and content. By having a creative mindset, an individual manages to easily solve a problem in various complex situations, to be able to get out of it. In addition, creative thinking makes it possible to master the knowledge available by a social subject extremely easily, without any difficulties.

Creative activity, as an important factor in the harmonious development of Primary School students in all respects, serves their moral, mental and physical development. It is students who are effectively prepared for creative activity that meet the following criteria of giftedness: intensity of mental development: interest in knowledge, observation, speech, awareness, non-standard thinking; early specialization of interest, intelligence, emotions: mathematics, music, pictorial activity, engineering, learning foreign languages; cognitive activity, initiative, organizational skills, perseverance, striving to achieve the set goal; readiness and resourcefulness for practical activity.

The creative process reflects two important signs in itself. One of them is intuition (mind, insight), the second is the formalization of the result obtained in the process of intuitive thinking. Only its effect is characterized by being realized and developed through logical thinking as a unit of intuitive and logical thinking. The creative process, to varying degrees, is necessarily reflected in all manifestations of a person's social initiative, mainly in its forms associated with his professional activity.

Creative activity is the process of the subject's attitude to his work (job satisfaction, the desire for novelty in the process of its implementation, creative motivation in finding a problem solution) and creative solution of the issue (Independent transfer of previously mastered knowledge, skills and abilities, as well as methods of activity to a new state, the ability to see a

Creative activity reflects the following important aspects in itself: the independent application of knowledge and skills acquired within the framework of one science and science to the experience of new activities; the ability to see a new problem in an unexpected situation; to be able to see the structure of an object; to take into account an alternative in solving a problem; to

The process of creative activity is the highest degree of manifestation of independent educational and cognitive activity, which has shown that it occurs in the conditions of knowledge, skills and experience of certain creative activities with a variable description, as well as positive motives of cognition, and on this basis acquires students' experience of creative activity. This necessitates the development of creative cognitive activity in primary school students.

The creative activity of Primary School students reflects in itself the personality trait characterized by stable motives for the assimilation of new knowledge and a positive emotional orientation towards the process of cognition, the desire to eliminate the usual methods of learning movement in solving educational tasks, the search for non-standard methods and methods of finding a solution to a problem.

Based on the results of the analysis, the following components should be established for an objective study of the creativity of Primary School students: cognitive-creative (creative thinking and imagination), motivational-personal (need for knowledge, independence and criticality), emotional (expressiveness) and activity (creative activity, perseverance and diligence).

LIST OF USED LITERATURE

1. Ўзбекистон Республикаси Президентининг 2018 йил 5 сентябрдаги “Халқ таълими тизимида бошқарувнинг янги тамойилларини жорий этиш чора-тадбирлари тўғрисида”ги ПҚ-3931-сон Қарори.
2. Мирзиёев Ш.М. Буюк келажакимизни мард ва олижаноб халқимиз билан бирга курашимиз. – Т.: Ўзбекистон, 2017. – 488 б.
3. Csikszentmihalyi M. (1996). Creativity. New York: Harper Collins.
4. Dweck, C. (2006). Mindset: The new psychology of success. New York, NY: Random House.
5. Starko A. J. (2005). Creativity in the classroom: Schools of curious delight. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
6. Мурадова Д.Д. Педагогические основы развития креативного мышления учащихся в процессе обучения гуманитарным дисциплинам (7-8 классы). – Автореферат диссертации канд.пед.наук. – Т., 2006. – 24 с.
7. Муслимов Н.А. Касб таълими ўқитувчисини касбий шакллантиришнинг назарий-методик асослари: Пед. фан. док. ... дисс. – Т., 2007. – 315 б.
8. Муслимов Н.А., Уразова М.Б., Эшпулатов Ш.Н. Касб таълими ўқитувчиларининг касбий компетентлигини шакллантириш технологияси. – Тошкент: Fan va texnologiya, 2013. – 160 б.
9. Нажмиддинова Г.Н. Бошланғич синф ўқувчилари ўқув-билув фаолиятини шакллантиришнинг дидактик асослари. 13.00.01. Пед. фан. номз. дисс... - Т.: 2006.- 139 б.
10. Назарова Ҳ.П. Бошланғич синф ўқувчиларининг коммуникатив саводхонлигини таъминлашнинг дидактик асослари. Пед. фан. номз. илмий даражасини олиш учун ёзилган диссертация. – Т.: 1999. –245 б.