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## CREATIVITY - AS A MANIFESTATION OF AN ACTIVE POSITION

Nukus State Pedagogical Institute named after Azhiyaza assistant teachers of the department "General Pedagogy and Psychology"

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"Developing society  
Always creates an urgent need  
In "new people", i.e. in the new  
Educational system that,  
Implementing a social order,  
Should prepare  
People with new thinking. "  
Belyaev V.I.

### INTRODUCTION

At the present time, the society makes higher demands on higher education. The reform of the higher education system carried out in the republic sharply puts before teachers the question of not only training a specialist with professional knowledge, but also of a person who is mainly able to think deeply and independently, clearly understand the meaning and essence of what is happening in the country and the world, quickly make the right decisions in various situations.

The purpose of higher education in the republic is to provide training of qualified, competitive personnel that meet modern requirements, capable of ensuring the scientific, technical, social and cultural development of the republic and possessing high spiritual and moral qualities.

The process of training specialists in higher education cannot be limited only to the acquisition of knowledge, skills and abilities in certain disciplines. In modern conditions, a serious qualitative restructuring of the educational process is necessary. In this regard, the problem of enhancing the cognitive activity of higher school students is of particular importance.

Pedagogical activity is a complexly organized system of a number of activities: the most important of them is the activity of a teacher who teaches directly.

An important role for training is given to the selection of educational material. It must have a high educational value, as well as be accessible to students, exemplary, necessary material.

Education is subject to change no less than other spheres of human life and activity. Changes in teaching occur as a result of the creation and implementation of pedagogical innovations - new ideas, principles, technologies, techniques, and teaching aids.

A distinction should be made between innovation and innovation. If a pedagogical innovation is understood as a certain idea, method, means, technology or system, then innovation is the process of introducing and mastering this innovation. This work is devoted to the process of introducing and mastering innovations. We want to provide methodological assistance to our colleagues and future teachers in their professional development.

In the modern education system, the very goal of the pedagogical process is undergoing changes. If in the traditional approach the goal was mainly defined as the supply, development and formation of knowledge, skills and abilities to students, relying on the educational standard, then now it is imperative to take into account the goal as:

- development of cognitive qualities of students;
- development of students' creative qualities;
- development of reflection of students and teachers;
- peer education;
- students' protection of creative works;
- development of students' organizational and activity qualities;
- creative development by students of educational standards, etc.

Creativity is defined as thinking in its highest form, going beyond what is required to solve the problem that has already arisen in already known ways. From a pedagogical point of view, creativity is an original highly effective solution by a teacher of teaching and educational problems, enriching the theory and practice of education and training.

To enhance the cognitive activity of students, it is necessary to create a creative atmosphere in the group. In this case, creativity is seen as a productive form of student activity and independence.

Creativity develops as a process of conscious and unconscious components: posing a question, mobilizing the necessary knowledge, personal experience, proposing a hypothesis, identifying ways and means of solving a problem, special observations, experiments, generalizing the obtained facts, formalizing in the form of logical figurative, mathematical, graphic, subject structures.

In the pedagogical process, in the relationship between a teacher and students, creativity involves the subtlety of observing phenomena, selective memorization of the essential, volitional and mental stress, emotional uplift, and vivid imagination of both students and teachers.

To a certain extent, there are different interpretations of creativity in the psychological literature. L.S.Vygotsky considered creativity as the creation of something new. S.L. Rubinstein defined creativity as an activity that creates something new, original, which then enters the history of the development of not only the creator himself, but also science, art, etc. A.M. Matyushkin identified two types of activity: adaptive and creative. The task of creative activity is to change the existing order, to create new approaches.

For a personality striving for creativity, according to Y.A. Ponomarev, originality, high self-organization, and enormous efficiency are characteristic. A creative person finds satisfaction not so much in achieving the goal of work, as in the process itself. For Y.A. Ponomarev, the determining factor in creativity is the development, the emergence of new structures, new knowledge, and new ways of activity.

The development of students' creative abilities is extremely important for their effective study and future

professional activities. This is facilitated by the deep assimilation of the knowledge system by students, stimulation of their participation in research conducted at the departments, independent work, and support of scientific interests.

Analysis of the pedagogical and psychological literature allows us to conclude that in order to create a creative group, it is necessary to activate the cognitive activity of students in the learning process, and this implies the active mental work of each member of the group.

Cognitive activity in cognitive activity is manifested in purposeful analysis and synthesis, in concretization and systematization of educational material, in mastering a system of knowledge, in developing a worldview, ideas and concepts. The development of students' creative activity is characterized by the desire of the individual to penetrate deeply into the essence of the things and phenomena being studied, the ability to introduce elements of novelty and creativity into the process of cognitive activity. Students' activity is viewed in close connection with independence. These concepts complement each other, since in independent actions elements of the personality's activity are already manifested, and the manifestation of activity often causes independence of actions.

## **MATERIALS AND METHODS**

The unity of cognitive processes and mental abilities implies creative thinking. Creative thinking is an important psychological prerequisite for the most rational and effective performance by students of their duties.

All this is possible if the student strives for optimal results, is resistant to negative impressions and emotions, and maintains self-control.

The productivity of creative thinking in students increases if, having understood the task and assessing the situation, each independently creates a mental model, a kind of internal plan for their practical actions.

An important condition for creating an active position of students in the learning process is their mental activity. And the condition for creative thinking is speed, flexibility, mobility of cognitive processes (perception, memory, imagination, etc.), mental operations (analysis, synthesis, comparison,

generalization, concretization, etc.), forms of thinking (concepts, judgments, inferences, etc.)

The practical application of effective pedagogical technologies and interactive methods in the learning process is not only the enrichment of students' knowledge, abilities and skills, but also the creation of creative groups, the interaction of the teacher and students cooperating with each other to achieve specific learning goals. What is important is not the amount of knowledge that the student will master; it is much more important how he will be able to apply this knowledge in various situations to solve specific life or professional problems.

It should be emphasized that the introduction of pedagogical technologies into the educational process does not at all exclude traditional teaching methods, but is harmoniously combined with them at all stages of education. The use of pedagogical technologies makes it possible to multiply the effectiveness of the learning process, stimulate students to further independent study of the subject.

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