



CREATIVITY OF STUDENTS IN THE PROCESS OF HIGHER EDUCATION DEVELOPMENT

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ABSTRACT

In the article, in the process of higher education, students can have creative thinking, create an environment for the formation of independent creative activities in them, enrich the qualities of creativity, creative-pedagogical skills, students can fully demonstrate their creative thinking abilities in a comfortable environment, creative thinking can only be done by making creativity a habit in students. as a result of successful formation of the skill, practicing the skill of creative thinking, students can not only rely on established connections, but also have the opportunity to establish new, meaningful connections in the brain, develop new ideas and think in a new way. all answers can be correct in the process of students' defense of their views, to immerse themselves in the environment of creativity, to turn creative thinking into a habit, students must look at this process with confidence It is recognized that it is necessary, that it is possible to achieve the effectiveness of activities directed to a specific goal based on the priority principles aimed at developing the qualities of creativity in students.

KEYWORDS

Quality, creativity, competence, creativity, activity, development, guidance, signs, person, formation, conditions, result, principles, possibilities, levels, criteria.

INTRODUCTION

The modern stage of educational reforms promotes urgent tasks related to the rapidity of changes taking

place in society, faster adaptation to new, higher demands placed on educational institutions. In such



conditions, the weight of activities aimed at the development of the educational institution and ensuring its functioning at the level of modern requirements increases continuously. Almost all of the tasks presented in principle create new requirements, and in solving them it is not enough for the team to work only on the basis of existing experience. The analysis of studies on the theory and practice of management of educational institutions shows that the management of an educational institution in modern conditions is directly related to the management of information exchange in it. This, in turn, shows that it is possible to improve the activity of the educational institution due to the effective use of information technologies, and it creates the need to conduct targeted research in this direction.

Creating an electronic information educational environment of an educational institution is not a purely technical issue, but for this it is required to use the scientific-methodical, organizational and pedagogical capabilities of the institution based on a creative approach [5].

Main part. The ability of students to have creative thinking in higher education institutions depends on the extent to which they have a creative environment. "Creating a learning environment that is full of creativity relies on a well-thought-out plan. If teachers want to achieve great efficiency in applying their creative teaching methods and strategies (that is, to think broadly and to organize the process of creative thinking), they should inculcate this in the minds of students and perform their duties seriously [1, 6-7]. In addition, "only in a creative environment, students will have the opportunity to understand the content of the subject they are studying, the interaction between educational information and begin to think about it. Creativity, like any other quality, does not develop overnight. Creativity is consistently developed in

certain stages. Although creativity is often visible in children's activities, this situation does not guarantee that children will achieve creative achievements in the future. It only represents the possibility that they need to master this or that creative skill. In the development of creativity in children, it is necessary to pay attention to the following:

- 1) encourage them to ask a lot of questions and support this habit;
- 2) encourage children's independence and strengthen their responsibility;
- 3) creating an opportunity for children to organize independent activities;
- 4) focus on children's interests

Before forming creative thinking skills in students, it is necessary to create a comfortable environment in the audience [6]. Students studying in a creative environment gradually develop an interest in performing creative tasks, and also tend to think creatively as a result of observing a creatively minded teacher. A creative educational environment leads to the development of critical and creative thinking skills in students, which are of great importance in the educational process [1, 6-7].

A number of researchers have studied the fact that educational practice cannot acquire a creative character [4]. "In many cases, teachers are introduced only to the content of the subject, but do not give much importance and attention to the thought process and how the requirements can develop. The effectiveness of the teacher's waterfall guidance approach depends on the students' perception of the methods and strategies aimed at increasing the learning activity. However, in order to provide clear and understandable guidance on thinking skills in the requirements, the teacher should introduce students



to thinking methods, ways of effective formation of skills, control and guide students' educational activities" [1, 7]. Illustrating these ideas with the help of examples will help clarify the ideas of the teacher and students about the organization of the creative thinking process. Periods and stages in the life of each person are important in creative development. So:

The period of development of creativity is a certain period of time during which the development of certain creative qualities is completed [7].

The stage of development of creativity is the level of development of certain creative qualities

Accordingly, in certain periods and stages, creative qualities and skills of creative activity develop in pedagogues.

Students with creative thinking: express ideas that have not occurred to other students; chooses a unique style of self-expression; sometimes asks off-topic or unusual questions; enjoys open-ended tasks; prefers to discuss ideas based on clear evidence; takes an unconventional approach to problem solving.

Results and Discussion. Students can fully express their creative thinking skills in a comfortable environment [8]. If students have a feeling of fear of failure, if they hesitate to express their thoughts incorrectly, if they are criticized, in such a situation, it will not be possible for them to effectively form or develop creative thinking skills. It is possible to successfully form creative thinking skills in students only by making creativity a habit.

Researcher N. Fayzullaeva believes that in order to have a pedagogical mindset, students should be able to master the following skills and qualifications based on a thorough study of pedagogical knowledge: knowledge of the main ideas, concepts, laws of pedagogy, and development laws of pedagogical

phenomena; to know the most important theoretical ideas, basic categories and concepts of pedagogy; knowledge of basic pedagogical facts; acquisition of practical knowledge about the general method of education and upbringing [3, 102].

In psychology, E.P. Torrens developed a test that determines the creativity of a person. According to E.P.Torrens [2, 183], personal creativity shows the following signs:

- 1) questions, shortcomings and contradictions
non-disclosure of information;
- 2) action to identify problems, promoted
trying to find their solution based on assumptions.

At this point, Patti Drapeau offers the following advice: "We take two or more routes to get from one destination to another. This point also applies to the instructions given below. The teacher can use one or more of the ways (mentioned above) in the course of the lesson. When a teacher decides to use verbs that build creative thinking skills, he or she effectively engages students who are directly working on creative problem solving to use creative thinking strategies. The lesson ends with the development of a creative product. The map that illuminates the essence of the creative thinking process helps teachers to determine the level and type of creativity manifested in the course of the lesson" [1, 12]. In many cases, teachers and students themselves are faced with such a question: is it possible to achieve the manifestation of the creative thinking process as a habit? Here, Patti Drapeau suggests: "Brain research provides insight into ways to develop creative thinking skills and how to make them a habit. 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.



As a result of regular practice, new creative thinking becomes habitual and automatic. The human brain is always used to working correctly, that is, there is only one correct answer for the brain. However, this is not creativity. Creativity means that all answers can be correct as students defend their views. Immersion in the atmosphere of creativity is considered. Therefore, in order to make creative thinking a habit, students should be able to look at this process with confidence.

Students can only develop creative thinking habits if creativity is encouraged and a friendly environment is created [9]. In a creative environment, teachers and students learn to be honest with others and respect their opinions. Creativity does not become a habit in students who have a fear of making mistakes or failure, focusing on excessive evaluations, being different from others, fearing contempt and criticism, humiliation. Making creativity a habit, increasing students' academic success and self-esteem can only be achieved through the appropriate use of creative thinking and in a healthy environment" [1, 12-13].

According to foreign pedagogues, especially Patti Drapeau, the creativity of one person, especially the teacher, inspires others (students) to organize the creative process [10].

"Creativity is contagious; to be creative, one should communicate with more creative people and always be in search [11]. Just as any skill can be developed, the ability or skill to think creatively can be developed. This also applies to students, and working on creativity can help students think outside the box. However, it depends on how skilled the teacher is to inspire and encourage students to be creative. Research on creativity and the work of creativity theorists serve as a guide in the formation of creativity skills in students. It includes the elements of the atmosphere in the

auditorium, the formation of students' thinking, and the teacher's approach and strategies" [1, 14].

The teacher plays a special role in forming students' creative thinking skills. In this process, "the teacher's role is to create an atmosphere of creativity in the audience". Students can express their ideas and opinions in a variety of ways in the creativity classroom, and they should appreciate this. In order to further activate the processes taking place in the brain, students should deviate from the established rules and standards and act freely in asking different questions. The teacher supports creativity in students by eliciting unusual ideas and encouraging them verbally and non-verbally. The correct attitude of the teacher to the creative ideas given by the students is important in their understanding of possible and impossible conditions. All of these elements are an important part of the teacher-student relationship and ensure student success" [1, 15].

Certain factors prevent the development of creative qualities and skills of pedagogues. Therefore, in the pedagogical process, teachers should focus on eliminating these factors. The following factors hinder the development of creativity in a person:

- 1) avoiding risk;
- 2) allow rudeness in thinking and behavior;
- 3) underestimation of personal fantasy and imagination;
- 4) subordination to others;
- 5) think only of success in any case

"In a creative environment, a teacher uses something new to attract students' attention. Information that arouses curiosity and suspense engages students and increases their desire to learn.



Conclusion. The restrictions on the development of students' creativity in the educational process showed that novelty always activates the brain. When a teacher provides students with new information and resources or uses new strategies, the brain "wakes up" and focuses. For example, dressing up as a literary character or historical figure, using historical objects or modern objects, playing music, telling anecdotes, changing the position of classroom furniture, playing games (this applies to high school students and university students alike), teaching change shape.

Even in higher education institutions, teachers should be able to create the necessary conditions for forming and developing students' creative thinking skills, for them to work as a team, in small or large groups. After all, in the process of working in large and small groups, there is an opportunity to creatively develop any ideas expressed. The use of ideas proposed by the American researcher Patty Drepeau on the development of creative qualities, creative-pedagogical skills in students will help to achieve the expected results. In addition, working on the formation of creativity qualities in students based on the above instructions guarantees the effectiveness of activity directed towards a specific goal. In the course of education, it will be possible to determine the students' creativity opportunities based on specific criteria, to determine the achievements and shortcomings in this regard based on the evaluation of the level indicators, to enrich the achievements, and to determine the measures to eliminate the shortcomings.

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