

THE IMPORTANCE OF MODERN TECHNOLOGIES AND SCIENCE CIRCLES IN DEVELOPING THE CREATIVE SKILLS OF STUDENTS

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ABSTRACT

In this article, the approximate parts of development of students' creativity, i.e. creative abilities, fluency of thinking, flexibility of thinking, technologies for developing creative thinking, increasing creativity in the activities of clubs, technologies are highlighted with examples.

KEYWORDS

Creative thinking, brainstorming, digital technology, flexibility, higher education system, creative thinking, SMART technology, originality, curiosity, creative development technologies.

INTRODUCTION

The system of continuous education formed in the Republic of Uzbekistan serves to ensure the effective organization of the process of training competent individuals and qualified specialists. In this regard, the school-higher education system has an important place in the continuous education system as it aims to educate mature and creatively active young people.

" National program for the development of public education in 2022-2026 " , the school of the

continuous education system, Lyceum and Oily educational institutions have special requirements and tasks for the development of personal creativity. In the regulatory documents on the field of education adopted in our republic, the main goal is to achieve the development of the creative activity of students. Regarding the shortcomings and their correction, due to the coherence and succession between the existing educational and vocational programs in the educational system, vocational and labor skills are not



formed among the graduates of primary and secondary schools. . As a result, young people feel serious difficulties in determining their life path according to their abilities, desires, creative and work inclinations . [1] Today, this problem is becoming more urgent.

What is creativity or creativity? The simplest definition of this concept is as follows: creativity is the process of creating a new product of material or ideal nature.

Creativity is called and believed to be special creativity. Pedagogical, psychological, philosophical and methodological literature is full of the terms "creativity", i.e. "creativity", "creative thinking". Creativity is characterized by a person's creative abilities, willingness to create radically new ideas that deviate from the traditional or accepted way of thinking and are part of talent as an independent factor. [2]

The main components of creativity are (Figure 1)

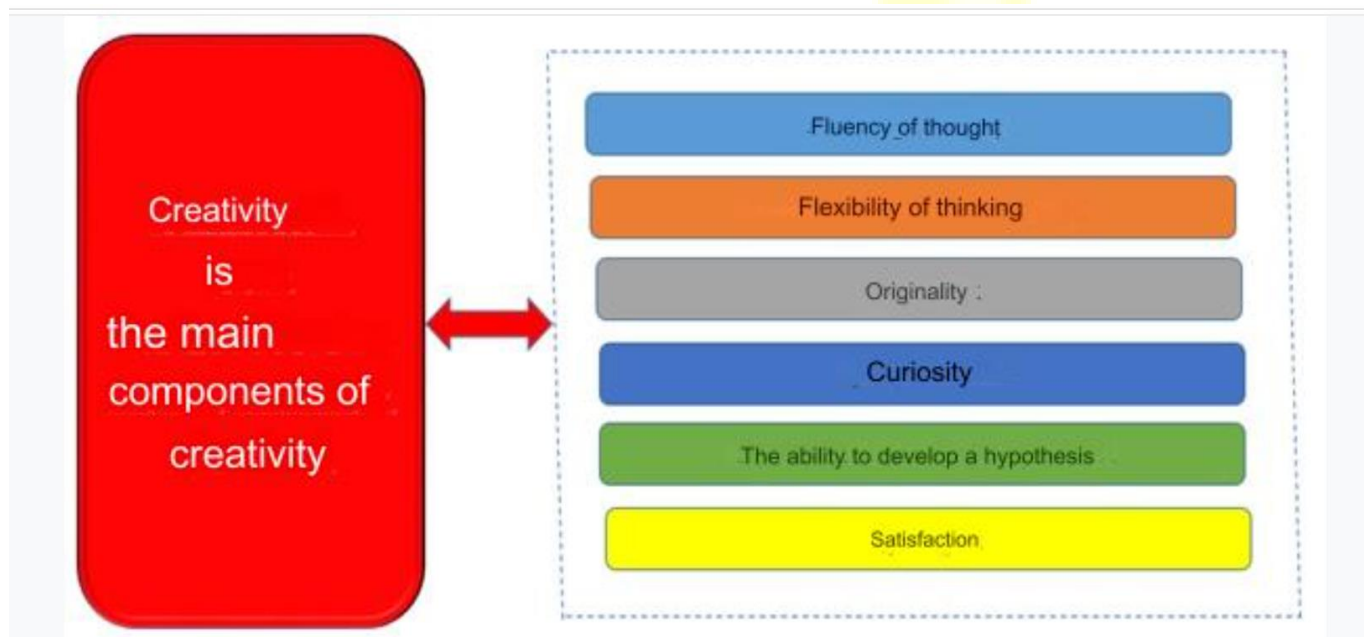


Figure 1 . The main components of creativity.

Educators use various game methods to develop creative thinking in teenagers. [4]

Therefore, the following conditions must be met for the development of creative thinking:

- preservation of traditionalism in teaching method, everyday life, monotony, separation from student's personal experience;
- prevention of overwork and educational overload;

- stimulation of cognitive interest in various ways using digital technologies;

stages that replace one another, and the quality of this process depends on certain pedagogical and psychological conditions. In this process, characteristic changes occur in the mental and spiritual development of schoolboys and girls, and the conscious attitude to work and learning increases. Spiritual and A characteristic feature of biological development is that the adolescent develops independently, but this



development contains many contradictions. Because this development takes place in the educational process, a properly organized educational activity affects the balance of the student's spirit and creates grounds for his distraction from different thoughts. Attention, memory, thinking processes develop especially during this period. At the same time, the student tends to think independently. That's why the independence provided in education and properly organized study and learning conditions create an environment of sincerity, independent thinking and creative activity, which is founded by the student himself, and it is possible to develop creative thinking in it.

Implementation of this process outside the school and classroom, that is, in circles, has been very effective. Because the main task of the circles is to allow the teacher to work individually with the student, giving freedom to his creativity, to experiment with independent thoughts. In the circle classes, ample conditions are created for the student to think freely and create freely. In contrast to academic classes, the student is given the option of free will, he tries to master those activities independently. Naturally, the interest of the student will increase in the hobby. As a result, it tends to innovate. In addition to the teacher, the student is able to seek the necessary information, guidance and experiences from other sources and enables mastering. The experience of experienced teachers to these resources, Examples include past work, information from the Internet, and independent research. This opens the opportunity to apply the information received in practice. In the group classes, the student independently supports all the information and experiences he has learned in practice. It is also possible to reach unachieved stages by learning from the experiences of students who have more experience than their teachers. Therefore, we can say

that circle training is the most effective tool, as an addition to the educational system in the classroom, as a "filler".

Although each student has a wide range of interests, he is capable of certain activities. We can see this ability more in the areas of interest that the student wants. Therefore, it is possible to achieve the full development of creative qualities of students only in circles with interest and ability. In the process of creation, it is necessary to compare the student's correct and incorrect ideas until the student sees their incorrectness. A student can create and innovate only when he is aware of his mistakes and shortcomings. By combining and perfecting each of the elements he has mastered, he first creates something new for himself, that is, something new for himself. Although the product of creativity does not make a big impression on others, it is a great achievement for the child, it also gives a creative spirit. After this innovation, the student succeeds in creating local innovation, that is, he creates innovation among his friends, peers, community, and family. We can observe the result of this action of the student in the process of continuing the profession that he acquired as an adult.

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