American Journal Of Social Sciences And Humanity Research
(ISSN – 2771-2141)
VOLUME 03 ISSUE 09 PAGES: 97-105
SJIF IMPACT FACTOR (2021: 5. 993) (2022: 6. 015) (2023: 7. 164)
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY
Publisher: Oscar Publishing Services

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Journal Website: https://theusajournals.com/index.php/ajsshr



Research Article

# THEORIES OF STUDENTS' CREATIVE THINKING DEVELOPMENT BASED ON INNOVATIVE APPROACH

**Submission Date:** September 20, 2023, **Accepted Date:** September 25, 2023,
**Published Date:** September 30, 2023
**Crossref doi:** https://doi.org/10.37547/ajsshr/Volume03Issue09-16

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## ABSTRACT

While the educational goals of educational institutions until our time are focused only on the acquisition of ready-made knowledge, modern technologies teach them to be creative, find the knowledge necessary for acquiring, and even draw their own conclusions. Innovative technologies in the pedagogical process are innovations, changes in the activities of teachers and students that require the use of interactive methods in their implementation. In addition, computer training in the classroom allows you to provide an interesting process, an individual approach to each student. At the same time, firstly, through a wide range of information and communication technologies, it will be possible to convey to students a lot of knowledge, facts and information. Secondly, the full implementation of the innovative plan, ideas and thoughts of the teacher is easy and effective. This article discusses innovation, these aspects of innovative development.

## KEYWORDS

Innovative development, innovative technologies, keratin competence, creative thinking, scientific research.

## INTRODUCTION

One of the global tasks of innovative development in the world is the formation of creative abilities in people. This includes the production of new ideas, the ability to find solutions in complex processes, a

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creative approach to professional activities, the ability to take reasonable risks, and professional excellence. On a global scale, the development of creative potential, the creativity of teachers, the creation of intellectual resources for socio-economic growth through the use of modern teaching aids through information and communication technologies and programs are of great importance [1].

As world pedagogical experience shows, the socio-economic needs of society depend on the creative thinking and creativity of higher education students, and the educational process in the field of technological education is carried out using software training tools. Adapting to the innovations of the modern world, preparing the younger generation for the life of a constantly renewing society and educating it in accordance with modern requirements is an important professional task of a higher education teacher.

The Action Strategy for the Further Development of the Republic of Uzbekistan defines such areas as further improvement of the system of continuous education, increasing the potential of quality educational services, continuing the policy of training highly potential personnel in accordance with the possibilities of the labor market, improving the quality and efficiency of higher education the development of students' creative abilities is of great importance. Rapid changes in the country are opening the way to the education system on a global scale, including the rapid development of modern information technologies, the improvement of global telecommunication technologies requires a creative approach to science in e-learning [2, 3].

The above views are the main criteria in determining the current and future priorities of specialties taught in the field of technological education in higher education institutions. This is due to the fact that specialization is a science that aims to generalize and integrate into practice all natural and socio-economic knowledge in accordance with its content, essence and objectives. From this point of view, professional, special sciences are the main factor ensuring the unity of theory and practice, allowing students to apply their knowledge in practice. This, in turn, requires special attention to improving the creative approach of students, increasing the effectiveness of this system.

## II. MATERIALS AND METHODS

Innovative training of future teachers is inextricably linked with their creative competence, and scientists from foreign countries and our country have conducted many studies on the use of teaching software. In particular, T. D. in his scientific work covered the development of the creative abilities of future teachers of labor education through manual labor [4], K. A. Sharipov developed the scientific and pedagogical foundations for the training of future

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teachers of vocational education and labor education. - students for creative work [6]. In the research work carried out by A.R. Khodjaboev, theoretically developed the pedagogical foundations of educational and methodological support for teachers of labor and vocational education, shows the ways of their application in practice [7]. Scientist-teacher N.A. Muslimov developed the scientific and methodological foundations for the formation of professional qualities in students [8]. According to the scientist-teacher V. M. Blinov, in order to achieve high efficiency of educational work, it is necessary to set differentiated tasks, considering the individual abilities and talents of students [9]. Based on the foregoing, we have identified one of the main objectives of our study as the organization of lesson content based on software based on innovative technologies in order to increase the effectiveness of training future technology teachers.

There are various definitions of the concept of "creativity", and we can see a number of studies by some domestic and foreign scientists on the creative approach.

A.A. Aripzhanova, considering the specifics and approaches to pedagogical work on the study of creativity, determined the need to consider the creative potential of teachers: active, effective, personal, environmental, problematic aspects.

In the studies of O. Jamoliddinova, O. Musurmonova, M. Urazova, N. Egamberdieva, E. Yuzlikaeva, Sh. Sharipov, Sh. personality, as well as the ways and forms of the formation of critical, creative thinking among students, the existing pedagogical conditions, didactic support, as well as the content of pedagogical creativity [6, 10].

A.Abdukadyrov, N.Azizkhodjaeva, U.Begimkulov, Zh.Yuldashev, Yu.Kruglova, I.Ridanova, V.Slastenin, N.Sayidakhmedov, U.Tolipov activation, ways to create a personality-oriented free learning environment that serves to create creative developments (products).

In the studies of G. N. Ibragimova, it is emphasized that creativity is a set of skills associated with a person's creative abilities, creative qualities, including a high level of sensitivity to problems, intuition, foresight, imagination, research and reflection [11].

Creativity is described by P. Torrens as a process of manifestation of sensitivity to these problems, ignorance, their inconsistency, fixing these problems, finding solutions, putting forward, testing, modifying and rechecking hypotheses, forming and announcing the result [6].

E. Trick describes creativity in the most general sense as a description of the process in the past, present and future, as a result of which a person creates something that did not exist before. Therefore, he identifies the

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following areas of creativity in the study of creativity [13].

1) as a product;

2) as a process;

3) as an ability;

4) as a general trait of a person's character.

According to the studies of such scientists as A. Bodo, J. Berret, G. Leputra, R. Remusham, R. Mato, M. Mato, a creative person is a person who is never indifferent, never at rest. He is quite chaotic, skeptical of many things, has a wide range of interests, thinks independently, seeks to adjust others to his worldview [6, 12].

The psychological and pedagogical foundations of creativity were determined by M. M. Akeshova, A. S. Seitbekkyzy, L. Yu. Koroleva and other scientists. In their work, creativity is considered as a creative intellectual ability, that is, the ability to innovate in experiments, the ability to create original ideas when posing and solving problems, as well as the ability to form hypotheses for the educational process.

B. Jeffrey and A. Scientists such as Jeffrey, J. Rinkevich, V. Glavyanu, Z. Sierra and L. Tanggaard (V. Glavyanu, Z. Sierra, L. Tanggaard) say that creativity is not only an intellectual potential , but also the level of motivation, emotionality, aesthetic development, exclusivity, communicativeness. Systemic mental abilities have been identified, related to both parameters and competencies [14].

M. A. Kholodnaya, Sun Ye Hwang and others included originality, consciousness, variability and coherence in the criteria of creativity.

In the studies of A. I. Ostroumov and O. F. Ostroumova, creative learning is defined as the creation by the subjects of the educational process of a new creative product that combines the features of creativity [15, 16].

From the above descriptions, we can see that special attention is paid to the development of creative learning of students. However, in the context of the rapid development of the information society, it should be noted that the methods of creative education of students of the higher school "Technological Education" have not been studied deeply enough and comprehensively.

## IV. THEORY AND DISCUSSION

The acquisition of professional and creative skills requires not only the integration of practical skills and abilities, the development of methods and means of effectively organizing the activities of a specialist, but also the mastery of the methodology of professional creativity, the development of creative thinking and

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adequate mastery of it. creative personal qualities [17, 18, 19].

In order for students in the higher education system to acquire creative qualities, they need to think about new ideas, originality, initiative, which differ from the traditional approach in the educational process. Therefore, a creative approach is needed to organize the professional activities of future teachers who have creative qualities, are active in creating new, advanced learning activities for students, ideas that serve the development of personal qualities, independent study of advanced pedagogical achievements and experience, as well as constant, consistent pedagogical achievements with colleagues, focuses on gaining experience in brainstorming.

As a rule, the creative abilities of students are ensured through the desire to solve problems, the implementation of research projects, and the achievement of mutual creative cooperation. The student's creativity is reflected in his thinking, communication, emotions, and certain types of activities [11].

As already mentioned, the creative qualities of students do not develop spontaneously, like all people. Accordingly, there are a number of ways to successfully develop creative qualities.

The first way is to develop creative thinking skills. The main emphasis is on the formation of creative thinking skills, while students are focused on expressing the essence of creative actions using verbs. In particular, teachers pay attention to the presence of necessary verbs in questions that encourage students to think in order to effectively develop creative thinking skills.

The second way is to develop practical creative thinking skills. Teachers use demonstration methods and techniques in the formation and development of students' creative thinking skills. Using questions here can only help in the short term, it does not develop student interactivity and initiative.

The third way is to organize the processes of creative activity. Thus, the emphasis is on creative thinking in the process of solving problems and promoting innovative ideas. Although creative methods and techniques are not actively used in these processes, creative thinking does take place.

The fourth way is to use creative products. At the same time, the teacher can ask students to create a presentation on the topic "Modeling of the women's national costume" using PowerPoint or multimedia. In the process of preparing a presentation, students actively develop creative thinking skills [20].

Students can fully demonstrate their creative thinking skills in a comfortable environment. If students have fear of failure, fear of being misled, fear of criticism, then they will not have the opportunity to effectively form or develop creative thinking skills. Creative

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thinking skills can be successfully formed in students only by making creativity a habit. In this process, the methods and means used by them to assess the content of the topic and the skills of creative thinking are important.

As a result of developing 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 [21].

Just as any skill can be developed, one can also develop the ability or skill of creative thinking. This also applies to students, where creative work helps students think outside the box. However, inspiring and encouraging students to be creative depends on how qualified the teacher is. The teacher plays a special role in developing students' creative thinking skills. However, the teacher must create an environment in the classroom where students can feel free to share their thoughts and ideas. Students should be able to express their ideas and opinions in a variety of ways in the classroom.

For further intensification of the processes taking place in the minds of students, the established rules should freely go beyond the norms and answer various questions.

Creativity (lat. "create" - "creation", "creative" creator, creator) means the creative ability of a person, which characterizes the readiness to generate new ideas and is part of talent as an independent factor [11].

So, from a didactic point of view, creativity is the ability of a teacher to create new ideas, go beyond the traditional scheme of thinking and make unique, original solutions. The term was first defined in 1922 by D. Simpson as a non-standard way of thinking.

In Russia, such scientists as A. M. Matyushkin, A. V. Petrovsky, M. G. Yaroshevsky, V. N. Druzhinin worked to study creativity. D. Wexler, G. Eysenck, L. Theremin, R. Stenberg and others consider intelligence and creativity as a unit of high human abilities. Intelligence is the highest level of creativity. This means that they are not only united, but creativity is a product of intellect [22].

A high level of intelligence is the basis of a high level of ability. Low intelligence breeds lower level intelligence.

Hans Eysenck viewed creativity as a unique manifestation of talent. Creativity is determined by a high level of intelligence.

The creative qualities of the educator direct his personal abilities, natural and social potential to a high-quality, effective organization of professional activities. The presence of creative qualities in students helps them to create new ideas that are different from the traditional approach to the educational process, not to think in a stereotyped way, originality, initiative,

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intolerance to uncertainty. Therefore, a creative approach is needed to organize the professional activities of teachers who have creative qualities, are active in creating new, advanced educational ideas, ideas that serve to develop the personal qualities of future teachers, self-study advanced pedagogical achievements and experience, as well as constant and consistent pedagogical achievements with colleagues, focus on acquiring brainstorming experience forms self-creative abilities.

Creative competence consists of the following interrelated parts.

1. Creative goal.
2. Creative aspiration.
3. Creative construction.
4. Creative direction.
5. Creative expressive act.
6. Creative self-management.
7. Creative activity.
8. The level of creative aspirations [23].

The creative thinking of a schoolchild arises and develops in his creative activity (see Table 1).

**Table 1. Stages of formation of creative thinking**

| Stages | Content |
|---|---|
| Creativity based on natural possibilities | Represents specific human behavior |
| Primary (general) | The general ability to manifest the creative abilities of a person (manifested in a child aged 3-5 years, clearly expressed in his actions at the age of 6-7 years) |
| Creativity | The ability to express creativity in a particular type of social activity: (according to which, based on the experience of professional and creative activity, general creativity develops under its influence) |

## CONCLUSION

Expresses ideas that other future educators may not have imagined, chooses a unique way of expressing themselves, sometimes asks inappropriate or unusual questions, likes problems that are left open to be solved, prefers to discuss ideas based on concrete

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evidence, chooses an unconventional approach to finding a solution.

Based on these approaches, the creative qualities of students are formed:

- creative orientation, ability to think logically;
- erudition, rich imagination;
- Creativity and initiative, full manifestation of creative abilities;
- the ability to reflect, rich in emotions;
- ability to take risks, speed of thinking;
- Development of intuition, the ability to put forward original ideas;

innovative abilities, high artistic values,

- Ability to make new decisions based on existing experience and knowledge.

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