

SCIENTIFIC-METHODOLOGICAL BASIS OF CREATIVE ABILITY AND ITS IMPROVEMENT

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Abstract

This article provides a detailed analysis of the geographical location features of wind directions and the distribution patterns of ancient hydraulic structures. The study explains how wind regime, relief, solar radiation, aridity and aeolian processes influenced the placement, architectural form and protective functions of ancient water-management facilities in Uzbekistan.

Keywords: Mirzachol, Sangzor, Chirchik, Zarafshan, Fergana Valley, Tomdi, Buzaboy, relief, Khalifa Khudoidad sardoba, plain, wind direction, aeolian deposits, ancient hydraulic structures, sardoba.

Introduction

In the world, special attention is paid to the modernization of the education sector and the improvement of the methodological support of teaching in accordance with modern development trends. Currently, in order to ensure the effectiveness of education, the issues of developing the creative abilities of master's students of general educational institutions are being studied in developed countries of the world, in particular, in leading universities in Russia (Moscow State University, St. Petersburg State University), Germany (Technische Universitat Darmstadt), the United States of America (University of Ostrava), Great Britain (Cambridge University), the Czech Republic (University of Ostrava).

Creative abilities in master's students are achieved by creating sufficient conditions for the development of such qualities as intellectual thinking, development of new ideas, effective use of time, metaphor (unusuality), curiosity, strong perception, critical thinking, creativity, enjoyment of problematic tasks, and courage, and by instilling motivation in master's students.

Creative – creation – in Latin, to create, to create, “the ability to generate unusual ideas, to deviate from traditional patterns of thinking, to quickly solve problem situations” [1].

Psychologists V.V. Davydova, A.V. Zaporozhsa, B.F. Lomova note [2] that in psychology this concept is considered in two directions: - “as the life experience and individual characteristics of a creative person (personality factors); creative thinking and its products

(creative factors - awareness of thinking, accuracy, variability, sensitivity to problems, originality, resourcefulness, constructiveness in finding their solutions)” [3].

Creativity (in English, creativitvty) is the ability to create unique values, to make non-standard, creative decisions, as well as to possess individual characteristics [4]. Creativity in graduate students is a creative activity aimed at developing new ideas, manifested in activities such as strong perceptual abilities, searching for ways to solve problems, alertness, intelligence, putting forward new ideas, critical thinking, and is considered to be a creative activity aimed at developing new ideas.

In the dictionary of the philosophical encyclopedia, creativity (from Latin *creo* - to create, to create) is defined as the ability to creative changes aimed at finding solutions to given processes and problems in an unusual way [5].

Some sources on pedagogy emphasize that creativity is a non-standard, original, unique creative solution, active perception in the process of intellectual creative activity and creative excitement, "leading to the full embodiment of all spiritual forces in the object of creativity, to labor productivity in a state of emotional excitement" [6].

M.A. Kholodnaya [7], Sun Ye Hwang [8] included originality, awareness, variability and coherence in the criteria of creativity. Ray M. Simpson first introduced the term “creativity” in 1992 in the “American Journal of Psychology” in a research paper on determining the creative thinking of American high school and college graduate students [9].

The development of creative abilities in graduate students is reflected in their ability to express their identity as a person. The development of this ability in them involves a special sensitivity to the lack of information and a desire to fill this gap. The psychological and pedagogical foundations of creativity were identified by M.M. Akeshova, A.S. Seitbekyzy and a number of other scientists [10]. In their work, they considered creativity as an intellectual ability, which includes the ability to introduce novelty, the ability to create original ideas when posing a new problem and finding a solution, as well as the ability to formulate hypotheses focused on the elements of the process, and to abandon stereotyped ways of thinking [11].

In order to develop the creative abilities of graduate students in general education schools, the subject teacher himself must first have creativity. The level of creativity in teachers can be determined by their positive attitude towards master's students, their effective use of interactive educational technologies, their behavior, their ability to correctly select modern methods and means of teaching the subject, their consistent acquisition of materials given to master's students, and their organization of extracurricular and educational work. Achieving a high level of creativity requires pedagogical skills, professional literacy, and pedagogical experience from the teacher. A.I. Ostroumov and O.F. Ostroumov interpret creative education differently: “Creative education is the formation of a creative, active personality and the opening of creative potential, and if we look at it in the example of higher education, it is to improve the creative individuality of students. For this, it is necessary to form in students such abilities as independent thinking, conducting

discussions, creating unusual solutions, and readiness to apply creative qualities in practice” [12].

In the process of creative education of master's students, it is important to create sufficient conditions for their creative thinking, develop opportunities, accept various new ideas and thoughts expressed by master's students on an encouraging basis, and increase the activity of master's students. Also, instilling confidence in each master's student that he has the ability to think creatively, stimulating their creativity is a form of creative teacher's activity. This serves to ensure the effectiveness of educational work organized in secondary schools. Based on the above considerations on creativity, it can be said that creativity is an activity aimed at developing new ideas as a result of non-traditional thinking of master's students. Creative educational processes in the cooperation of the teacher, master's students and educational tools are creative teaching.

Creative abilities in master's students are achieved by creating sufficient conditions for the development of such qualities as intellectual thinking, developing new ideas, effective use of time, metaphor (unusualness), curiosity, strong perception, critical thinking, creativity, enjoyment of problematic tasks, and courage, and by instilling motivation in master's students.

The following requirements are imposed on the quality of intellectual creative work carried out in educational institutions:

- proportionality of the topic and content of the lesson;
- consistency of the lesson topics;
- variability;
- ability to develop creativity in master's students;
- ability to encourage the thoughts and ideas expressed by master's students;
- ability to perceive and encourage non-traditional, unusual, and creative abilities in master's students.

Today, activities aimed at developing the creative abilities of master's students in general education institutions are interesting for master's students, encouraging them to study, research, and develop new ideas. Therefore, it is advisable to organize activities for developing the creative abilities of master's students in accordance with their needs.

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