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INTELLECTUAL-FACTORS AND PRINCIPLES OF CREATIVE TALENT DEVELOPMENT IN STUDENTS

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Annotation
The article focuses on the development of intellect and creative abilities in studentstirishgamini lit. Also, on the basis of the cluster approach, the scheme for the development ofualual-creative abilities in students is presented. The students are given a series of principles and systematic implementation of the work on the development of creative abilities.

Keywords: collaborative collaboration ,credit module, creativity,intellect, personality, interest, System, Foundation, creative environment ,project, motivation.

Introduction

In recent years, many researchers have emphasized that the formation of an active personality, the development of its creative potential, the formation of professional interest and knowledge is a huge task for educational institutions. The organization of the educational process in pedagogical universities should be focused not on the amount of skill, but on the training of personnel with a high level of professional and pedagogical creativity, capable of creating new ideas that are in constant search. independence, creativity, initiative. Satisfying the needs of the state and society, training educated, qualified and competitive specialists places a great responsibility on higher education institutions. This process takes place during the integration of a general education school, secondary specialized vocational school, regional training centers and higher education. At the present stage of development of the system of higher education, the development of intellectual and creative abilities of students is considered an urgent problem. The main task of higher education is to improve the quality of professional training of graduates, to ensure the effectiveness of their future teaching activities.

Analysis of the literature on the topic. A new approach is required in the training of future specialists who are ready to apply knowledge and skills in non-standard situations, to find a unique, optimal way to solve various professional and everyday issues. [1] An important place is occupied by the problem of finding new approaches to the organization of the educational process that contribute to the creative development of students. It depends on mental activity, intellectual abilities, volitional-emotional characteristics. Creativity is expressed in the student's ability to

make alternative decisions and create new ideas.[5] The student's ability to integrate his skills into practical activities can be called the quality of creativity. Creativity requires intellectual abilities, creative activity and research activities. D. B. Elkonin argued that “creativity is an ability that combines several elements of interrelated abilities: imagination, associativity, fantasy, fantasy”[6]. As the highest form of personal activity, creativity requires long-term preparation, wisdom, and a high level of social intelligence. .

Creativity is the impressionability of a person, the strength and integrity of the perception of an object, the possession of extensive information about it. In the process of higher education, students develop flexibility and quickness of thinking, logical and competent thinking, systematic actions, synthesis-analysis-synthesis, the ability to express themselves creatively, generalize and draw conclusions from practical educational problems. During the classroom and out-of-class time, the main creative qualities of the student are strengthened, such as having their own opinion, bringing the work to the end, diligence, and the ability to convey their knowledge to others. Creative development is an important factor in personal development, the key to success in any activity, communication with people, a success factor in everyday activities.[3]

T. N. Kovalchuk defines creativity as follows: “this is a process of human activity that creates qualitatively new material and spiritual values. It understands the totality of personal characteristics and qualities necessary for the successful implementation of creative activity, the search for unique, non-standard solutions in its various forms”[4]. improvement. Creativity is a set of personal qualities of a person associated with the successful implementation of any activity, and is considered a new idea that is important for the development of science.

A.P. Nechaev concludes that “worthy people, in addition to creative abilities, must have perseverance in the implementation of their plans, activity, organizational skills, and the ability to defend the results obtained” [4].

Research methodology. The development of creative abilities is a process associated with the manifestation of personal views based on one's own initiative, talent, readiness to find solutions in emergency situations, knowledge and skills.

On the basis of the above pedagogical views, the structure of the development of the intellectual and creative abilities of students is given on the basis of the cluster approach

In the course of the activity-pedagogical process of the student, direct interaction with the teacher is carried out. It focuses the "teacher-student" on obtaining and analyzing information using modern technologies and methods.

Joint cooperation - the student conducts scientific and creative research together with the information resource center, research institutes, library, laboratory of preschool education, school. Prepares a course project, collections of cases. In the credit-modular system, students perform tests, pedagogical situations, video lessons, creative

projects, lesson development, learning tasks related to the use of technology in the educational process. The teacher gives instructions to the student.

Analysis and results. As a result of the analysis of literature and scientific sources, we came to the conclusion that it is advisable to gradually develop the intellectual and creative abilities of students.

1. Determining the personal interests of students. The first stage in the system of development of creative abilities, associated with the planning and organization of the educational process, is considered: based on the life experience and interest of the student, he is guided by the presentation of his own views on solving problems.

2. Free choice of tasks and projects. It is important to define learning objectives, create situations, formulate a question that needs to be addressed. At the same time, it is necessary to select problematic material related to the specific interests and preferences of each student.

3. Create a creative environment. Training provides adequate proficiency. Students participate in various creative activities.

4. Motivational. This stage is characterized by the creation of special conditions under which students develop maximum interest not only in the result, but also in the process of achieving these results, and a developing environment is also created. Students increase not only the result, but also the maximum interest in the process of achieving these results, for this, needs, incentives, feelings, desires, interests, motives are taken into account. This refers to the student's desire for a goal, activity, exactingness, independence, discipline, purposefulness, patience, and similar qualities. The interest of students in the profession is one of the important factors of purposeful preparation for professional activities. Without interest in one's actions, motivation decreases, it cannot be replaced by either negative or positive reinforcement. The final result of planning depends on the choice of methods and methods at this stage of development of creative abilities.

5. Directing students to the creative process. Students often develop successfully in their activities (a person reaches the “top” of his abilities and gradually raises this peak). It is important to create conditions for the assimilation of personal interests by collective interests. It is important to implement the acquired knowledge along with a common initiative, not only in educational activities, but also in everyday life.

6. Demonstration of results. This final stage demonstrates the completion of the process, and also serves to understand the importance of the results achieved and continue the next creative path. To develop the creative ability of students, the above conditions must be implemented in stages. Since there are levels of development of creative ability, these stages cannot be dispensed with, that is, each step is focused on a specific goal.

We recommend a number of its principles for the systematic implementation of work to develop the intellectual and creative abilities of students. We offer the following types for higher education institutions:

1. The principle of encouragement. The essence of this principle is that the teacher should support and encourage the activity of the student when stimulating situations arise, based on various situations, by correctly and impartially evaluating the student's activity. As a result, the object of evaluation gives a motivational orientation to the understanding of responsibility, creates the possibility of psychological and emotional action.
2. The principle of integration. This principle ensures the mutual harmony of activities and teaching materials in the classroom, reflects their interaction. Integrity unites various activities of students in the entire pedagogical process. They lead to a conscious organization of activities and self-discipline and regulation of students, forcing them to move within the existing norms.
3. The principle of consciousness and activity. Create an environment for independent thinking in the educational process so that a person can use the knowledge he has acquired in life based on the nature of the place of study and the teacher, acquire knowledge consciously and with active participation. It is based on co-creation and collaboration between teachers and students.
4. The principle of adaptation to naturalness - the internal and external dependence of activity This principle takes into account the internal capabilities and individual characteristics of the student. This is also explained by the fact that as a result of acquiring the necessary knowledge by students and consolidating them theoretically and practically in everyday life, their horizons improve.
5. The principle of multidimensionality. During the lesson, tasks are formed depending on the level of knowledge of students. When knowledge is applied in practice, it becomes clear that they are important and occupy an important place among professional qualities. It is emphasized that teachers pay special attention to the creation of a stable environment for the educational process. Importance should be given to the ability to feel the internal state of students, such actions as the manifestation of empathy.
6. The principle of consistency. Comprehension and mastery of the general connection between nature and the phenomena of social life ensures the solution of various problems. Comfortable and free conditions created for students serve an effective course of obtaining knowledge.

Conclusions and Offers

The study of the problem of the development of intellectual and creative abilities of students made it possible to draw the following conclusions.
1. Creativity is determined not only by the knowledge of the student, but also by the ability to apply theoretical and methodological rules in their work, self-education and self-improvement.

2. The process of developing intellectual and creative abilities is a process of self-knowledge, management, improvement and understanding. To do this, it is necessary to prepare students for this activity.
3. Encouraging the creative self-development of students motivates them to the full implementation of their activities and leads to the formation of pedagogical skills. 4. By supporting students, their personal problems are solved, as a result of which they acquire creative readiness.

In the development of the intellectual and creative abilities of students, it is necessary to rely on the independent completion of the task, work in mutual cooperation, and the cluster approach. In addition, reaching the creative age creates a sense of satisfaction with the results achieved, which encourages students to take steps towards further achievements. The student's self-confidence increases, and the attitude of others encourages others to be creative. As a result, an environment of healthy competition is created in the educational process, and future teachers are motivated to organize creative activity in the educational process, to leadership, and to intellectual maturity.

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