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THE ROLE OF INNOVATIVE-INTERACTIVE METHODS IN DEVELOPING STUDENTS CREATIVE ABILITY

Annotation

This article discusses the role of innovative-interactive methods in developing students' creativity and the content of developing students' creative abilities based on innovative technologies, a competent approach, information technology, information media, multimedia, electronic albums, electronic atlases, virtual stands, imitation virtual simulators, audio and video visual materials, video animations.

Key words: Student, technology, method, methodology, Creative thinking, education, technical support, innovative-interactive methods.

РОЛЬ ИННОВАЦИОННО-ИНТЕРАКТИВНЫХ МЕТОДОВ В РАЗВИТИИ ТВОРЧЕСКИХ СПОСОБНОСТЕЙ УЧАЩИХСЯ

Аннотация

В данной статье рассматривается роль инновационно-интерактивных методов в развитии креативности учащихся и содержание развития творческих способностей учащихся на основе инновационных технологий, компетентностного подхода, информационных технологий, информационных носителей, мультимедиа, электронных альбомов, электронных атласов, виртуальных стендов, имитационных виртуальных тренажеров, аудио- и видеовизуальных материалов, видеоанимаций.

Ключевые слова: Ученик, технология, метод, методика, Творческое мышление, образование, техническое обеспечение, инновационно-интерактивные методы.

TALABALARNING KREATIV QOBILYATI RIVOJLANTIRISHDA INNOVATION-INTERFAOL METODLARNING O'RNI

Annotatsiya

Ushbu maqola talabalarning kreativlikni rivojlantirishda innovatsion-interfaol metodlarning o'rni hamda talabalarning kreativ qobiliyatlarini innovatsion texnologiyalar asosida rivojlantirish mazmuni, komretentli yondashuv, axborot texnologiyasi, axborot vositalari, multimedia, yelektron albom, yelektron atlas, virtual stendlar, imitatsion virtual trenajyor, audio va video vizual materiallar, video animatsiyalar haqida fikrlar bildirilgan.

Kalit so'zlar: Talaba, texnologiya, metod, metodologiya, Kreativ fikrlash, ta'lim –tarbiya, texnik ta'minot, innovatsion-interfaol metodlar.

Introduction. Currently, innovative modules for self-development and improvement of creative abilities of future teachers are being implemented in educational institutions of the world. In line with the recognition of "Education as the main driving force of development and a key activity leading to the achievement of sustainable development goals" in the UNESCO Incheon Declaration, which is planned for 2030, systematic work is being carried out to improve the professional competence of qualified specialists, identify qualities related to creativity and non-standard thinking, and implement large-scale projects aimed at developing the creative qualities of the individual in the education system.

Literature review. In educational and scientific research institutions around the world, scientific research is being conducted to increase the competitiveness of graduates based on a creative approach to education, develop the creative qualities of teaching staff, create modern methodological support for designing the educational process, develop creative qualities in students, as well as to ensure the quality of higher education, improve organizational and didactic design, and improve innovative and interactive technologies.

In his book "New Uzbekistan Development Strategy", the President of the Republic of Uzbekistan Sh.M. Mirziyoyev said, "We all see how fierce competition is taking place on a global scale. We can adequately respond to this fierce competition only through the widespread introduction of modern science, high technologies and innovative achievements." Therefore, there are and are many studies conducted by our country and foreign scientists that show the close connection between creativity and knowledge.

Research methodology. During the research, scientific pedagogical principles such as systematicity, theoretical-deductive inference, analysis and synthesis, historicity and logic, comparative-comparative analysis were used. The concept of creativity was first introduced by American and European scientists. The issues of creativity and the development of individual creativity were first used as a basic concept by Ray M. Simpson in the USA in 1922, while the first theoretical and practical research belongs to the American psychologist J.P. Guilford: he introduced the term "creativity" in 1959, calling it a special type of thinking - divergent ("divergent, going in different directions") thinking, which provides many ways to solve a problem, leading to unexpected conclusions and results. Such thinking is compared with convergent, aimed at the only correct solution. Convergent (from Latin convergere - in one way) is a form of thinking that involves choosing only the only correct one from several solutions to a problem. Convergent thinking is based on intelligence, therefore it is also called intellectual thinking. Among the scientists from the countries of the Commonwealth of Independent States on creativity, Y.R. Varlakova conducted scientific research on the development of creativity in future bachelors of pedagogical education in higher educational institutions, N.M. Gnatko on the problem of creativity and the phenomenon of imitation, L.D. Lebedeva on the creativity of primary school students, V.F. Lugovaya on creativity as a component of the adaptive potential of the individual, L.A. Zatsipilova, O.G. Pozdnyakov, O.N. Ovsyannikova conducted scientific research on the development of creativity in students of higher military educational institutions.

As a result of scientific research, we can say that the process of creativity includes the development of initial ideas, their research and analysis, and, if necessary, their rejection. A creative approach to the educational process is used not only to work with students who have lost interest in learning, mastering the basics of academic subjects, but also to engage in lively, interesting, lively communication, and to encourage them to be active in acquiring knowledge.

Thus, an important condition for the development of students' creative qualities is to create an atmosphere of creativity during classes, because only in this case there is an opportunity to demonstrate abilities in various educational activities. At the same time, it should be noted that the contribution of each individual to the common cause is important, it is necessary to stimulate interest, develop interests, increase motivation, freedom of speech and action. This helps to reduce the level of fear of saying or doing something that goes beyond the boundaries established by the static, existing educational system. R.Y. Musinova's scientific views emphasize that the process of creative self-management itself can be presented in the form of conditional, consistent actions, including the selection and implementation of a creative goal, the understanding and accounting of individual creative, creative opportunities, the formation of ideas about the construction of a sequence of actions, the establishment of norms and criteria for evaluating information and results, the construction of programs to achieve a creative goal. According to I.M. Sirojiddinova, the stability of the process of developing professional and creative abilities depends on the student's age, level of education, individual characteristics of the individual and the characteristics of the educational work of the higher educational institution, how it can generalize its educational impact on students with their activities in this area.

In our view, creativity is understood as a process carried out by a person, having its own unconventional qualities and leading to the creation of new ideas, then creativity is considered as a person's intellectual potential, an internal resource. It is known that creative activity makes our everyday life more attractive, science and art cannot be imagined without creativity. We are always creating when we express a complex thought or darken a blank sheet of paper with text. If we can do this effectively and unusually, we can truly be called creative people. G.N. Ibragimova shows the need to create a paradigm based on the acquisition of new knowledge by students, creativity and thinking criteria, which reflects such aspects as the content of education, methods, organizational forms, and personnel supply on a wide scale, bringing educational problems to the forefront as a separate urgent issue. This, he argues, has created requirements for the modern teacher, who independently organizes and manages the educational process, ensuring the creative and intellectual development of each student, by humanizing, liberalizing, and personalizing the "teacher-student" relationship in the educational process.

In particular, Y.M. Asadov, in his scientific views, the most valuable feature of creative potential is its high role in the field of innovation. Innovation is the most systematic and visual result of using creative potential as an intellectual series, which is primarily a product of the human mind. And accordingly, he emphasizes that it is innovations that have the greatest impact on the development of scientific and technological progress. According to T.CH. Aliboyev, creativity is the ability to create many ideas of practical value, which allows you to save time and effort, and ensures the creation of a product that is convenient for use in all respects. The activity of a person with this quality reflects the ability to consistently put forward new ideas, make rational decisions in finding a solution to a problem, interpret the product in a unique way, enrich it with original elements, which creates a result (product) of practical value. G.N. Ibragimova argues that creativity is a set of skills related to a person's creative and inventive qualities, which includes a high level of sensitivity to problems, intuition, the ability to foresee results, fantasy, research, and reflection.

In our opinion, in order to become a creative person in the educational environment, students of military education faculties must have the necessary and sufficient knowledge, skills,

qualifications and abilities provided for in the State Educational Standard and the qualification requirements of military education faculties, be highly motivated, show interest in learning and creative activity, demonstrate originality and fluency of thinking.

The formation and development of a creative person depends on his adaptation to changes in his internal and external world, socio-economic conditions and the content of human ontogeny, that is, from birth to the end of his life, which requires continuity and succession. This activity, of course, determines the result of the socialization of the individual. In connection with the prioritization of the creative potential of the individual for society, it is considered appropriate that the main focus in modern education should be on encouraging the child's freedom and individuality, self-control, openness to new ideas, and participation in creative games. The formation of an innovative educational environment confirms that the development of individual intelligence is the basis for the effective use of human capital. After all, the effective use of human capital ensures the development of society. Therefore, the need to develop individual intelligence and form the ability to think critically, creatively, and imaginatively is becoming increasingly urgent worldwide. The experience of world education has confirmed that the upbringing of a creative personality and the training of qualified specialists, relying on the capabilities of STEAM disciplines - science, technology, engineering, design (art), mathematics, which play an important role in the development of modern society, guarantee the rapid development of society in social, economic, and cultural terms. The conference "STEM - forward" (Jerusalem, 2014) recognized the appropriateness of assessing the level of student mastery using the criteria of communication, cooperation, critical thinking, and creativity. In addition, the fact that, starting in 2021, PISA (Programme for International Student Assessment), which allows assessing students and young people in general secondary schools in areas such as mathematics, natural sciences, and computer literacy, is being enriched with the criterion of creativity, shows that it is becoming increasingly important.

CIS scientists have also been engaged in issues related to creativity, the formation of cultural values of the individual, creative abilities, creative activity and a systematic approach to the study of the individual and have managed to find various effective solutions in their research. For example, S.L. Rubinstein, T.A. Gartung, S.P. Osipenko, I.K. Shylaring and others have conducted research. Theoretical and practical models of filling cultural gaps that allow the formation of creative abilities of adolescents have been revealed in the research of others. It is worth dwelling on their separate scientific research, since their research focuses on the pedagogical possibilities of forming creative abilities of modern higher education students based on a creative approach and on the definition of creativity in pedagogical work as a component of the value orientation of a teenager.

Also, a number of scientific studies have been carried out on the concept of the creative approach as a source of self-personal and creative development of higher education students (Y.V. Bugakova), the psychological conditions for the development of creativity in adolescents in the educational process (O.A. Khalifayeva), and the cognitive foundations of creativity (I.K. Shhai).

A person develops and achieves progress through active creativity. "Creativity expands the boundaries of human spiritual and mental activity. A person acquires the status of a creator only through creative skills, mental and physical labor." Analysis of the scientific research conducted and the study of the problem of socialization of adolescents through the formation of creativity on the basis of a creative approach require the harmonious application of existing technologies, psychological and pedagogical conditions and opportunities for their implementation in a creatively oriented educational environment in this process.

The formation of creativity in students is a complex process, and this process requires a step-by-step implementation. The scientific research carried out within the framework of the research problem - the scientific works of Wallace Graham, Betty B. Rossman, Alex Osborn, Dwight H. Perkins, Don Koberg, James F. Bandrowsky, Scott G. Isaacsen, Robert Fritz, Sidney J.

Parns, and their models of creative thinking, led to the conclusion that the development of creative qualities in students occurs in the following stages:

1. Adaptive stage
2. Development stage
3. Practical-active stage
4. Analysis-evaluation stage

Conclusion. The development of creative skills in students is one of the urgent tasks of today, and based on the above theoretical foundations, the following conclusion can be drawn: Interactive educational methods and technologies are of particular importance in the formation of creative abilities in students, and the interactive educational process aimed at developing creativity in students has its own specific content,

tools, pedagogical conditions, features and methods. The concept of "creative pedagogy" has not been used in modern pedagogy for so long. However, the need to establish innovative and creative approaches to the educational process ensured the formation of "Creative pedagogy" as an independent subject among the pedagogical disciplines. The basis of this subject is the methodological ideas of such disciplines as the history of pedagogy, general and professional pedagogy and psychology, teaching methods of special subjects, educational technology and professional ethics. The general principles of the discipline of "creative pedagogy" serve to create the necessary conditions for the professional development of specialists, including students. The professional development and development of a person as a specialist is, by its very nature, a process.

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