

Effective Ways to Develop Creative Skills in Students

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Abstract: The article describes the effective ways of formation and development of students' creative abilities, the formation of new ideas in the educational and educational process for them to acquire the qualities of creativity.

Keywords: student, creative qualities, knowledge, skills, qualifications, creative activity, personality creativity, professional creativity, efficiency.

Today, in the process of globalization and integration of education in the world, establishing national and universal values in the minds of future specialists, developing their professional training is one of the urgent tasks of today. The role of education in solving this task is incomparable. The issue of training mature, educated, independent thinking, active and proactive specialists in every field remains one of the urgent tasks. Today, in our country, we need to increase the quality of personnel training, create the necessary conditions for the training of highly qualified specialists based on international standards, establish close cooperation relations between each higher educational institution with the world's leading scientific and educational institutions, use advanced pedagogical technologies based on international educational standards in the educational process, issues of wide introduction of educational programs and teaching-methodical materials, development of modern professional knowledge and creative abilities of learners, scientific-pedagogical personnel, effective use of interactive methods in working with young audiences, qualitative improvement of the level of higher education in accordance with the priority directions of the action strategy and fundamental were defined as the main tasks of improvement. Today, creativity is an important criterion of a person, a factor of his overall development. That's why nowadays special attention is paid to creativity - active creativity at the intellectual level, of course, on the basis of knowledge. In the higher education system of our country, in order for students to acquire knowledge, improving their mastery process through new non-traditional methods of teaching, forming professional creativity in them, education - education there are methods of developing and implementing process quality control mechanisms. These methods require the development of measures that serve to increase the effectiveness of education and training in the system and bring it to a new level of quality. With special attention to intellectual-creative thinking, as long as new - bold, original, creative, initiative, constructive, innovative-innovative thinking is required today, it is completely true. A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific characteristics. Also, creativity is reflected as an important factor of talent. In addition, creativity determines mental sharpness. Creativity (lat., ing. "create" - to create, "creative" means the meaning of the individual's creative ability, which describes the readiness to produce new ideas and is part of talent as an independent factor [1]. According to P.Torrens, the following is explained on the basis of the concept of "creativity" [2]: - putting forward scientific hypotheses or problems; - hypothesis testing and modification; - identifying the problem based on the formation of decision results; - sensitivity to the conflict between knowledge and practical actions in finding a solution to a problem. The level of knowledge of learners, the level of mastery, the source of education,

depending on the didactic tasks, requires the proper organization of the teaching process.

It is assumed that the following pedagogical conditions must be followed:

- to determine the inclinations of students to acquire creative activity, to form knowledge needs and to provide an environment for the manifestation of independence in the educational process;
- tolerant acceptance of various opinions and ideas expressed by students and ensuring their activity in the educational process, regularly encouraging their creative activity;
- formation of individual, small group and teamwork skills in learners, expanding their creative capabilities, encouraging them to accept non-standard solutions along with ready, standard solutions in solving problems;
- selection and implementation of interactive forms and methods of training, etc., which allow practical re-development and improvement of the knowledge that is the basis of the development of creative activity, etc.

Researcher G. Ibragimova described the stages of creativity development in learners during interactive teaching as follows [4].:

1. Reproductive risk stage. This stage is characterized by determination of creative activity, creative activity and inclination to creativity in learners, understanding of the essence of innovative technologies in education and the birth and formation of new ideas.
2. Creative research stage. It is determined by the formation of the skills of research, creative activity, non-standard thinking, independence of knowledge, improvisation, innovation creation in students.
3. Creativity, innovation stage. It includes processes related to the practical application of the created innovation, evaluation, analysis, popularization and its wide implementation, as well as the creation of future-oriented strategic plans.

A future specialist should have the following personal qualities when conducting activities in his field: creativity, technical thinking, self-confidence, work on himself, exchange of experiences, the results of the emergence of professional competence.

In real life, creativity is often visible in the activities of individuals, but this situation does not guarantee that they will achieve creative achievements in the future. It only represents the possibility that they need to master this or that creative skill. In this process, at the initial stage, it is necessary to determine the level of development of technical thinking and technical culture of each student. It is necessary that the tasks of development of creative abilities correspond to the level of the student's abilities. Successful completion of a creative task strengthens students' confidence in their own skills and abilities. In addition, the fact that students perform the task in groups allows them to be united in creative groups, in which everyone participates and maximum effort is required from everyone. In the process of mutual cooperation, students teach each other, develop cooperation and collaboration skills. The role of the teacher in the implementation of creative tasks is to guide the search for the necessary information, to encourage students to identify the necessary facts, hypotheses and theories that allow them to better understand the specifics of the task. In the development of creativity in students, it is necessary to pay attention to the following: - to ensure that questions are asked within the scope of their interest and to support this habit; - encouraging students' independence and increasing their responsibility; - creating an opportunity for students to organize independent activities; - focus on students' interests. As with all individuals, future engineers do not develop creative qualities by themselves. Based on this, there are several ways to successfully develop the qualities of creativity, as we can see in Figure 1 below.

Figure 1. Developing students' creative abilities

Future engineering students are confronted with evidence that does not correspond to their existing knowledge and experience in solving the problems presented to them. This requires them to work on

themselves and study independently in relation to the situation that has arisen. Students develop their potential for creativity when they carry out scientific research and scientific or creative projects. Creativity occurs in the communication of their thoughts, feelings, and certain types of activities. In this process, the main emphasis is on creative thinking, and students are directed to express the essence of creative actions with the help of verbs. It will be appropriate if this situation is explained with examples. By giving examples, the concept of "describe" in the student question is essentially equivalent to saying "tell your existing knowledge one by one". Control questions are intended to stimulate students' thinking and facilitate their creative thinking.

Development of practical creative thinking skills. Instructional methods and methods are used by teachers to form and develop creative thinking skills in students. Using questions in this process can only help in the short term.

Organization of creative activity processes. In this method, students are emphasized on creative thinking in finding solutions to problems and applying innovative ideas. While creative methods and methods are not actively used in these processes, creative thinking occurs.

Use of creative products (developments). In this way, the teacher can give the students the task of creating a presentation using Power Point software or multimedia tools on a topic related to their specialty. Creative thinking skills are actively developed in students during the preparation of the presentation.

Creative thinking skills or abilities can be developed just as any skill can be developed. This also applies to students, working on their creativity helps students to think outside the box. However, motivating students and encouraging them to be creative depends on how competent the teacher is. Researches on creativity and the work of creativity theorists serve as a guide in the formation of creativity skills in students. It includes the environment in the classroom, the formation of the way of thinking in students, the approach and strategic elements of the teacher[5]:

In conclusion, we can say that one of the important aspects of developing creativity in future engineering students is to direct them to independent learning and creative thinking. It is necessary to take a creative approach to the creation of assignments and tasks developed by pedagogues, to take into account the ideological, scientific, visual, systematicity of educational materials, the consistent presentation of educational information, and the interdependence of educational information. In addition, assignments given to students should be appropriate for their age, practical and goal-oriented, and should be prepared in accordance with the needs and interests of students.

Students' creativity skills are constantly encouraged by the teacher, if conditions are created for students to work actively in pairs and small teams, independent, creative, critical creative thinking skills develop.

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