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FACTORS FOR FORMING STUDENTS 'CREATIVE ACTIVITIES IN CIRCULAR ACTIVITIES

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ANNOTATION: The pedagogical bases of development of creative activity of students in higher educational institutions, stages of the organization and the results achieved in it, and the interactive method of formation of creative activity of students in circle classes are given. Through this method, students are able to think freely, independently, to find a solution to a learning problem using comparison, and to draw the necessary conclusions or decisions.

Key words: Creative activity, creative potential, creativity, interactive method "Resume", small group.

At present, the use of modern teaching methods, interactive and innovative technologies in the training of qualified personnel in higher education institutions is expanding. The application of pedagogical technologies, knowledge, experience and interactive methods based on pedagogical skills in the process of teaching students leads them to deep mastery of disciplines and acquisition of mature skills. Innovative technologies mainly mean the pedagogical process and the introduction of innovations and changes in the activities of teachers and students.

By organizing the education of students on the basis of an innovative approach, guaranteed changes and innovations in education are achieved. The study of science with an innovative approach serves to find easy, convenient ways to solve existing problems in it. Through the introduction of innovative technologies in the organization of classes, it is possible to achieve the formation of creative activity of students and increase the effectiveness of education in exchange for independent learning.

In the literature, it is stated that creative activity helps a person to effectively recover and adapt to life activities in difficult conditions [1]. The achievement of creative activity as a method of learning, it creates an

environment of development through the formation of the individual personality of the student in the educational process.

In the process of higher education, the student must not only acquire logical-abstract knowledge, but also direct his intuition to the processes of active thinking and active action in personal activity, that is, to think, feel, understand and evaluate.

Currently, research in the field of creative activity is conducted in 3 areas:

- a person - intellectually capable and active, but indifferent and indifferent to difficult situations and problems;
- Creativity, which is not related to intelligence and is a special factor that requires special research;
- high or low level of creative activity at a high level of intellectual development.

Studies show that there should be a comfortable and effective learning environment in the development of an individual's creative potential, as it reflects the impact on the developmental nature and dynamics of an individual's creative activity. The methods of the creative activity process are described in the literature as follows [2]:

- search for the point where fantasy intersects with reality;

- be able to avoid interference in the creative process;
- expansion of work with projects;
- Respect for lateness;
- to promote a clear interest.

In many literatures, the term "creativity" is widely used instead of the term "creativity". Creativity is a new, real, perfect material and spiritual wealth of objective and subjective significance, an activity focused on creativity.

There are 6 parameters of creativity: the ability to pose and identify a problem; the ability to generate a large number of ideas; the ability to distinguish useful from different opinions; ability to solve non-standard problems; ability to analyze unusual and non-standard problem solutions; the ability to innovate in object improvement.

The basis of creative processes and elements of creativity is fantasy, imagination, intellect and others. Imagination is a process of cognition that allows you to create new images. Creative imagination ensures the efficiency and effectiveness of any activity.

The creative activity of students can be carried out in the educational system in scientific, practical and artistic forms. To this end, it is possible to direct students to independent creative work and creativity by giving students the task of solving problems and ways to solve them in technical and technological processes in everyday life, production and other areas.

Students can be given tasks such as studying the structural scheme of technical devices as an independent creative work, expressing the processes and laws in them, finding ways to increase their work efficiency, making their mini-models, etc. This arouses in students an interest in science and a desire to learn and learn technical devices. With the preparation of the scheme, layout and visual aids of technical devices, students also solve educational tasks, that is, develop an interest in learning, increase the desire for innovation, curiosity and learn to overcome difficulties and increase self-confidence.

The following pedagogical requirements should be met in the development of creative potential of students in the educational process:

- interest in independent problem-solving in teaching and the formation of information retrieval skills;
- to instill in the student the advantage of a particular activity;
- Assess the ability to self-diagnose;
- development of individual perception through the mechanism of active thinking;
- have an inner spiritual superiority.

In order to increase the creativity of students, the teacher should pay attention to the following when choosing independent work:

- The student's abilities (interests, knowledge and abilities);
- simplicity and relevance of selected topics;
- Availability of materials and sources (literature and Internet materials) on selected topics;
- The need for models and exhibitions on selected topics;
- the effectiveness of the chosen topic (feasibility).

The teacher should carry out the following steps to organize the processes of creative activity of students:

- Organize individual conversations with students;
- Carrying out tests and questionnaires from students;
- distribution of topics and work on them;
- organization of consultations on a schedule basis;
- Organization of presentations to students of the group on the work done;
- organization of competitions.

Students can carry out their creative activities in the following three creative stages: arousing and substantiating an idea on a topic, working on and solving a problem, and creatively solving a problem and drawing conclusions. Each stage should be performance-oriented: the first stage should be based on and accepted ideas; a constructive and creative approach in the second stage; in the third stage, problem analysis, completion, and evaluation [3].

The following results can be achieved by engaging students in creative activities:

1) to grow and be proud of the achievements of science and its history, to be able to use the achievements of modern technology in their chosen profession, to be able to independently find knowledge for themselves using the necessary resources and to manage their own learning activities;

2) to be able to perform basic intellectual operations, ie to be able to pose a problem in the comprehensive study of objects, to express, analyze and synthesize hypotheses, to compare, generalize, to show and search for reasons related to research and to draw conclusions;

3) to be able to imagine the place and role of science in modern science, to express the role of science in solving practical problems, to master the basic methods of scientific knowledge and to understand the content and essence of the future profession.

With the development of students' creative activity, the desire to search for and update resources that are not used in technical and technological processes during their future activities will increase.

In the organization of the club on the basis of an innovative approach, it is important to choose the right active and interactive methods in the use of pedagogical technologies. Interactive teaching methods have the following features:

- Stimulates students' interest in learning;

- Encourages every participant in the educational process;

- has a positive effect on the psyche of each student;

- creates favorable conditions for thorough study of educational material;

- has a multifaceted effect on students;

- Stimulates students' opinions and attitudes on topics;

- Forms vital skills in students;

- The creative activity of the student is formed;

- Ensures a positive change in student behavior.

One such method is the interactive Resume method. The resume interactive method is a complex, multi-disciplinary method that focuses on the study of as many problematic topics as possible. Its essence is that it provides information on different areas of the subject at the same time. At the moment, each of them is discussed from separate points. For example: pros and cons, advantages and disadvantages, advantages and disadvantages are identified. The main purpose of this method is to teach students to find a solution to a learning problem based on the topic using a free, independent, comparative method, to draw the necessary conclusions or decisions, to influence and approve others with their opinions, as well as to apply knowledge.

The following methods can be used to solve the problem:

- study and analyze the problem from different perspectives;

- comparison and generalization of available evidence;

- identification of additional evidence and their comparison;

- draw conclusions about the problem;

- Students solve the problem independently.

The interactive method "Resume" can be used in the following order:

the teacher divides into small groups of 3-4 people depending on the number of students;

the teacher introduces the students to the purpose of the lesson and the order of its conduct, and each of them distributes to the small group the main problem, in which the identified learning problems and ways to solve them are identified;

each group member identifies their strengths and weaknesses on the assignment, states their views in writing, and finds a solution to the problem based on the ideas expressed in writing, drawing a general conclusion as the most appropriate option;

one member of the small group makes a presentation on behalf of the team of the prepared material;

reads the group's written statements, but is not introduced to the conclusion;

the teacher hears the conclusions of the group presented by other small groups, identifies their opinions and presents their conclusions;

the teacher comments on the ideas or conclusions given by the groups, evaluates them, and concludes the final session.

The teacher's goal of forming a small group is to fully understand each student's point of view during the lesson.

The advantages of using this method are:

- develops students' independent thinking skills;
- students learn to find the cause, effect and solution of the problem;
- knowledge and skills of students
- there is a good opportunity for evaluation;
- Students learn to analyze ideas and results.

In conclusion, this method teaches students to think freely, independently, to make the necessary conclusions or decisions, as well as to find a solution to the learning problem through comparison. It also helps them form a culture of communication.

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