



# International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

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IJIEMR Transactions, online available on 18th June 2020. Link

[:http://www.ijiemr.org/downloads.php?vol=Volume-09&issue=ISSUE-06](http://www.ijiemr.org/downloads.php?vol=Volume-09&issue=ISSUE-06)

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Volume 09, Issue 06, Pages: 65-68

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## SCIENTIFIC AND THEORETICAL ISSUES OF FORMATION OF INTELLECTUAL AND CREATIVE QUALITIES OF THE PERSON

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**Annotation:** The article describes the system of formation of creative qualities of a person, which is an integral part of social education in the upbringing of a mature generation, and his scientific views.

**Keywords:** creativity, talent, personality, creative qualities, creative thinking, creative process

It seems that each person knows his own abilities, character, and behavior very well. However, when he was able to observe himself from the outside, he would not recognize himself, he would find some of his thoughts and actions meaningless and inappropriate. One of the characteristics of human beings is that they perceive their intellectual and creative qualities, either exaggerating or diminishing. The power and possibilities in the human race are, in fact, enormous. But, these possibilities, that is, the intellectual and creative qualities, develop only in the process of theoretical and practical activity. All aspects of human activity can serve as both a ground and a means for this intellectual jacket to take root, grow strong and harden. Every person, if he learns the scientific and theoretical bases of the formation and development of intellectual and creative qualities, and does not avoid the difficulty of working on himself, knowing the necessary creative qualities, will certainly create the necessary creativity. The article deals with the scientific and theoretical issues of the whole system, which is unique in the formation of the creative qualities of the individual, which is an integral part of social

education in the upbringing of a mature generation. Philosophers, sociologists, physiologists, psychologists and educators have long been involved in the creative process - the concepts of thinking, ability, talent, talent, genius (genius) and the conditions and methods of their development, as well as many other issues.

The study of the creative process, in this research, interprets creativity as a real and ideal process of change in human activity associated with the creation of qualitatively new material and spiritual wealth. Psychologists emphasize the specificity of creativity, in which all mental states and processes of the individual are mobilized in the activity described in the research, and his life processes are subordinated to the positive solution of the problem, as well as the effectiveness of human thinking' appearance. In our view, when describing the content of creativity in relation to students, the first priority is to develop the creative potential of the individual. But this is not the end result, one of its next important features is to create a new product or product of public importance and achieve economic efficiency and pedagogical results by solving real problems

in the learning process with the cooperation and guidance of teachers. Only then will the creative qualities of students develop, and the knowledge acquired in the learning process will be deep and solid in all respects, and will be able to rise to a higher level. The concepts of "creativity" and "creative process" are complex, that is, for example, they include their own "creative quality", "creative thinking", "creative activity" and other concepts. But any creative process is based on a creative quality. Accordingly, the surrounding environment affects a person and encourages him to think realistically, that is, he tries to pass through various types of human activities, like light passing through different environments, which leads him to conduct research in the field of specialized knowledge. There is no difference between the productive thinking of the genius who reveals the objective laws of the world (nature) that surrounds us, and the productive thinking of the reader who discovers the existing general laws for himself in his mind, from the point of view of creativity revealing existing general laws. But the conditions for knowing and research will also vary according to the level of their thinking activities.

At the same time, psychologists believe that the basis of creative quality should be sought not in the emergence of a specific idea, but in the propensity for creativity, which is the most necessary component of its general characteristics, and recommends to look at creative quality as a more specific rule. Some also argue that in their theory, creative quality is the beginning (source, source) of a problematic situation, and that thought processes are focused on solving it. According to them, the successful solution of the problem is the work experience that provides the creative quality of the person. They show that their public

knowledge and recollection depend on the nature of their ability to recall in memory.

Many psychologists and educators in their work repeatedly raise the question of whether creative quality is innate or formed in the process of teaching, and that part of creative quality is a specific intellectual mental trait that distinguishes one from another, or that quality is not a reserve knowledge and skills in man; and interpret it as rapid assimilation and possession. According to them, human creative qualities are not only manifested and even formed in their activities.

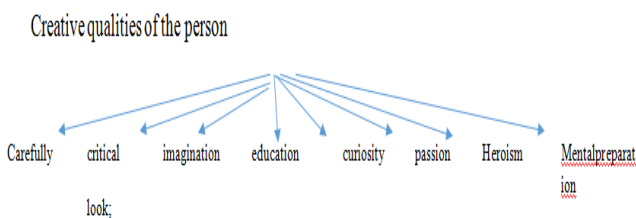
From this it can be concluded that the creative qualities of any normal person can be practiced and shaped. In our opinion, the virtue of engaging in any creative activity (anatomical-physiological opportunity) is present in everyone. There is no human being who has no creative qualities. So what are the "buds" that determine a person's ability to be creative? For example, the structure of the airways, the sound of the vocal cords, play an important role in the formation of the qualities of singing, singing. The ability to analyze deeply and think, and a strong memory play an important role in the formation of a creative quality. But we can't call them creative yet, they are just innate possibilities. For a talent bud to thrive, it needs to have certain activities and appropriate conditions that are appropriate for it. Without them, no great talent can thrive. Mozart played the keyboard at the age of 4 and composed music at the age of 5. Alisher Navoi was less than 20 years old when he memorized Farididdin Attor's *Mantiqut-tayr*. At the age of 12, Nosiriddin Lutfulloh Lutfi was amazed by his contemporary ghazal "*Orazinyapqoch ...*" While S. Marchelyan was a doctor of physical and mathematical sciences as a student, E. I. Guseva graduated at the age of 40 due to lack of conditions and defended his doctoral

dissertation at the age of 73. James Watt, J. Swift, K. Gauss were "stepchildren of the school" was among the incompetent children. Newton was bad at physics and math in school. Carl Linnaeus thought he could get away with it, Helmholtz was almost mentally retarded, and Walter Scott, a university professor, said, "He's a fool." Examples like these show that the development of creative qualities can be temporarily halted for a variety of reasons. As noted earlier, no matter how strong a creative instinct a person is born with, it can be concluded that it is difficult to develop if he is not in the right, comfortable environment.

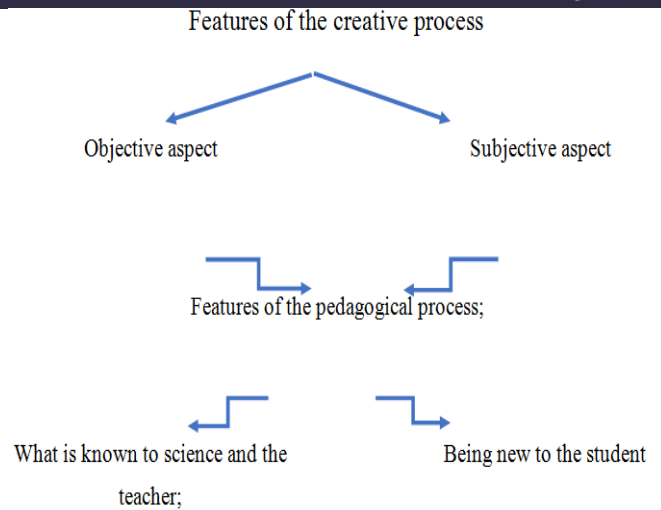
Hence, the role of pedagogical education in creating the right conditions for the proper development of creative qualities should be focused on the comprehensive examination and study of students in this type of education in the context of the general secondary school.

In this sense, the problem of shaping students' creative qualities is complex and multifaceted. Solving it requires taking into account a number of qualities of the creative person and the specific important features of the creative process.

Creative qualities roughly include the following. (Figure 1)



The most important structural features of the creative process are distinguished by the following aspects. (Figure 2)



A distinctive feature of the development of students' creative qualities is that it, like other skills, is managed and developed throughout the learning process because it has a subjective character. Hence, the main task of the supervisor in this activity is to find forms, ways and means of organizing the creative work of students.

Based on the above, we have described the correct justification of creative solutions to creative problems as follows: interest in learning and skills development; deep and solid knowledge; student activism through the ability to explain events, generalize learning and develop practical skills and competencies; provides the organizational pedagogical basis for the maximum development of thinking and independence. *In conclusion*, it should be noted that the mechanisms of formation of creative qualities in students, which combine theoretical and practical thinking, based on theoretical conclusions and generalizations, are generally:

1. clear expression of the purpose of the study;
2. develop a working hypothesis based on previously performed theoretical or practical research (but in itself expresses new ideas);



3. development of verification methods; determine the logical sequence of verification;
4. conducting private inspections in accordance with the developed method and plan;
5. analysis of the obtained results;
6. consists of expressions of conclusions.

Students cannot be required to complete all of these stages independently in their creative activities. But it is important to get acquainted with the structure of scientific research through the evidence in the history of science, to explain the logic of scientific research, how scientists came to this or that discovery, what methods motivated them to solve.

Based on the above, it is expedient to highlight the following four ways of shaping the creative qualities of students:

1. To study the cause of contradictions and formulate the correct solution;
2. Involvement in the definition of the working hypothesis, the search for a solution, the development of an audit plan, the development of an audit method;
3. Involvement in identifying cause-and-effect relationships, working with ideal models;
4. To develop students' ability to draw conclusions on induction and deduction.

In short, intellectual and creative qualities include: intelligence, common sense, calmness, conciseness, eloquence, literacy, curiosity, passion. In this sense, the formation of intellectual and creative qualities of students means the upbringing of a harmoniously developed generation. Raising a harmoniously developed generation is the goal of every state, every person. In this sense, one of the vital tasks in the field of public education of the republic is to improve the pedagogical mechanisms of formation of their intellectual and creative qualities at a

high level in the upbringing of the younger generation.

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