Volume 1, Issue 8, November 2023 **ISSN (E):** 2938-379X

CREATIVE THINKING AS A PSYCHOLOGICAL FACTOR DETERMINING STUDENTS' LEARNING CHARACTERISTICS

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Abstract:

In the article, students are considered as future specialists, the theoretical issues of creative thinking and creativity formation in them were clarified, and experimental data were presented.

Keywords: student period, creative thinking, creativity, scientific, theoretical, activity.

IJODIY TAFAKKUR TALABALARNING O‘RGANISH XUSUSIYATINI BELGILAB BERUVCHI PSIXOLOGIK OMIL SIFATIDA

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Annotatsiya:
Maqolada talabalar bўlajak mutaxasr sifatida qaralib, ularda ijodiy tafakkur va kreativlikni shakllantirishning nazariy masalalasislari yoritildi va eksperimental ma’lumotlar keltirildi.

Kalit so’zlar: talabalik davri, ijodiy tafakkur, kreativlik, ilmiy, nazariy, faoliyat.

This philosophical-psychological problem was widely considered and studied in the 70s of the last century. But understanding life as creation, and man's task as creating life and the world, may seem easy only at first glance. Not everyone understands their creative essence. For this, a person must clearly understand his goals and the ways to achieve them. But this understanding should not be built on a purely egoistic basis, because creativity is inherently disinterested and incompatible with egoism.

Compliance with the ideals, goals and needs of many people is a necessary sign of any creativity. It is known that creativity is an activity aimed at solving countless tasks to satisfy various social and personal needs. On the basis of this, there are many types, types and forms of creative activity of people. Among them, science, scientific creative activity, creative thinking are important types of creative activity in the current period of personal development. The level of intellectual development of any person is determined by scientific or technical knowledge (today, which is closely related to science), ability to think creatively. A person makes changes not only in the external environment, but also in himself. That's why in the

present time, when science and technology are rapidly developing, and social relations are being renewed, the issues of teaching young people to creative activity, creativity, and the formation of creatively talented individuals are of particular importance. From this point of view, the issue of researching the problem of developing creative thinking and creative activity in students of higher educational institutions has not been studied sufficiently.

The types of creativity are determined by the nature of ideas about the essence of creativity. In particular, I. Kant analyzed the creative process in detail and considered it as a product of human imagination. Interpretation of creativity, on the one hand, as a purely intellectual phenomenon (N. Gartman, E. Husserl, A. Whitehead, etc.), and on the other hand, as an existential activity based on creative activity, is characteristic of contemporary philosophy.

Russian psychologists L.S.Vygotsky, R.S.Nemov, R.Garifullin, scientists of our republic E.G'.G'oziev, B.Kadirov, G'. Scientific works of Shoumarov, Z. Nishanova, D. Mukhamedova, Kh. Alimov serve as a methodological basis.

The scientific conclusions of these authors are "Refleksy golovnogo mozga" ("Reflexes of the brain") by I.M. Sechenov, "Uchenie o slukhovyx oshchushcheniyax, kak fiziologicheskaya osvana teorii muziki" ("Teaching about auditory perception, which is the physiological basis of music theory") by G. Gelmgols.), "Psikhologiya iskusstva i tvorchestva" by R. Garifullin ("Psychology of art and creativity"), "Desyat zapovedey tvorcheskoy lichnosti" by P. Weinsvaig ("The nature of the creative person"), "Teoriticheskie voprosy voobrazheniya i" by A.Ya. Dudesky tvorchestva" ("Theoretical issues of imagination and creativity"), G.I. Ivanov's "Osnovnye motivy tvorcheskoy deyatelnosti cheloveka" ("The main motives of human creative activity"), A.N. Luk's "Psychology tvorchestva" ("The psychology of creativity"), V.A. Molyako's "Psychology tvorcheskoy deyatelnosti" "("Psychology of creative activity"), has a single concept with the conclusions of V.V. Starovoytov's works such as "Psikhologiya i khudojestvennoe tvorchestvo" ("Psychology and artistic creativity").

This problem has been widely studied in the fields of higher school psychology, psychology of creativity, psychology of thinking, and the issue of formation and development of creative thinking in students has also been studied in the field of methodology of scientific creativity.

Increasing the competitiveness of future specialist personnel, increasing the number of creative people in society, and creating a creative environment, psychological and pedagogical influence on a person from the student period is a topic that has not been studied so far. directly reflects in itself.

It consists of researching the psychological foundations of creativity, creativity in the student personality through higher school education, highlighting the importance of scientific, artistic and technical creativity for the future specialist, psychological diagnosis of students' level of creative thinking.

Today, in the era of the information society, science and innovative development are factors that determine the development of society, including its material, economic basis - the development of social production.

It is also desirable that the modern higher education program should be able to respond to this in order to form the concepts of scientific fact, idea, hypothesis, concept, theory, scientific law, scientific knowledge and the skills of conducting scientific research in students.

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The ability to think creatively in students is an expression of the abilities and skills, will, diligence and determination of a scientist, researcher, creator, and the ultimate goal is the desire to acquire new useful scientific knowledge.

The object of our research is the types of thinking and creative activities of students of higher educational institutions. The research was conducted in a group of 30 students of psychology department of Angren University, 1-4 years.

According to our hypothesis, it is possible to teach students to engage in scientific and creative activities from the 1st year, if they develop the following skills:

– collecting scientific facts;
– scientific hypothesis;
– prediction;
– synergistic thinking;
– selecting information and using it for a specific purpose;
– work with literature;
– conducting written and oral communication in a scientific-academic style.

The forms of artistic creativity depend on the students' high spiritual feelings and ways of thinking. In the "Encyclopedia of Philosophical Sciences", Hegel shows that science has a systematic nature, including: "Science is a system with an emphasis on essence, because reality, like concreteness, is a unity rising within itself, that is, a whole." notes that 2. Scientific fact, idea, hypothesis, concept, theory, scientific law are structural elements of the system of scientific knowledge. Scientific creativity develops and enriches the content of all structural elements in the science system. Scientific creativity is an expression of the abilities and skills, will, diligence and determination of a scientist, researcher, creator, and the ultimate goal is the desire to obtain new true scientific knowledge.

The results of scientific creativity, scientific discoveries are formalized in language and words in the form of scientific articles, reports, dissertations, monographs, etc. The problem of the activity of human language in scientific knowledge and creativity is combined with the philosophical problem of language and thinking: their interaction has an organic, inseparable nature.

Today, in order to implement the integration of science and production, innovative corporate contracts and the implementation of work in this direction are all aimed at training high-level personnel and increasing their creativity, creativity and labor efficiency. Studying the psychology of creativity, educating graduates of higher educational institutions as original thinkers, creators, and creative individuals will lead to an increase in production productivity, the discovery of talents, the development of inventiveness and, in turn, to economic and social development.

The purpose of psychological study of students' readiness for creative activity or their creative approach to their future professions is the students' environment, the characteristics of their education, their ideas about scientific and artistic creativity, professional creativity and creative activity, the student community, The goal is to create favorable psychological conditions for the creative activity of a specialist-student.

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As a result of the step-by-step study of the dynamics of students' readiness for creative activity - the process of growth, specific aspects of students' creative thinking are revealed. Preparing students for a creative approach to their profession is a complex process that depends on the student's needs, values, emotions and intellect, as well as professional and life motivation.

The object of our topic is the creative thinking of psychology students, and our research and survey results showed that these students are mainly interested in working in educational institutions and psychological services in the future. According to the results of a survey conducted among 80 students of the 1st and 4th year in order to identify students who believe that creative thinking is important in our field, and to determine whether they have an understanding of creative activity and creative thinking. we got the same data as in the table

In our research, we studied the level of development of these characteristics in students who are mainly creative thinkers, interested in scientific and artistic creations, who can find creative and original ways in their work.

We conducted a survey on the following topics among the group of testers consisting of 1-2-3-4 year students:

1. Do you have an idea for a creative activity?
2. Is scientific creativity and creative thinking important when working in your specialty in the future?
3. Are you studying in this field out of interest (perhaps by chance)?
4. What is your understanding of the scientific academic method?
5. What is a scientific hypothesis and prediction?
6. Purpose of using scientific information?
7. In what ways are intelligence and creativity related?
8. Purpose of snowshoes and ropes?
9. What do you know about synergetics?
10. Are you doing enough to acquire the skills and qualifications necessary for scientific and creative activity?

Test takers were invited to answer "Yes" or "No" to these questions. Table 2 shows the distribution of information on the answers to the survey questions by courses.

It can be concluded from the results of the survey that the dynamics of students' readiness for scientific and creative activities (that is, the level of growth) is initially high in the 1st year, then in the 2nd year - it decreases as a result of changes in the scope of perceptions, views and interests about the profession. , in the 3rd year due to a conscious attitude to the chosen profession, a slight growth due to experience in practice classes and confidence in knowledge, and in the 4th year due to stable interest, ustanovka (psychological readiness) and a realistic assessment of one's own knowledge, talents and capabilities clear positions are formed.

The main conclusion is that if the imagination of students about creative thinking expands, the motivation of their creative activity is understood, and special corrective methods for professional training are used, then the level of readiness for creative-creative thinking will increase consistently. Also, the effectiveness of students' scientific and creative research, support of talented students, science olympiads, student scientific conferences, and scientific

and artistic circles also causes interest and motivation in creativity and the formation of relevant skills.

By forming creative thinking in students:

– the quality and efficiency of the integration of higher education and production will increase;

– we will increase the number of intellectuals, creators, competitive modern personnel in the society, and in this way we will increase the prestige of our society on the world scale;

– personnel competitiveness, level, labor and production efficiency, level of socio-economic stability in the society will increase. This, in turn, will certainly serve the future socio-economic and political development of our society.

We offered to conduct special psychometric and diagnostic tests to determine the state of creativity and creative thinking of students, to determine their necessary mental and professional indicators for scientific work.

It is recommended to increase the volume of experimental sciences in higher education, integration of science and practice, testing and implementation of the results of student research in practice in the formation of scientific creativity and creativity of students.

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