

Indicators and Criteria For The Development of the Creative Potential of Students

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ANNOTATION

The article is devoted to the problem of development of creative abilities of students. It identifies and substantiates indicators and criteria for the development of creative abilities of university students. The main features, which are indicators and criteria for development in creative activity, are singled out. Various methods have been created that activate and encourage students to independent and creative activity in the learning process.

KEYWORDS: *creativity, criteria, indicators, skills development, motivation, cognitive interest.*

In recent years, there has been a significant increase in attention to the problem of developing creative abilities and creative activity of students in the process of studying at a University. In accordance with the changed social order of society - the upbringing of a creatively active personality, the guidelines of the education system have also changed to a large extent. The time of radical changes requires higher education to educate and bring up socially active students who think freely and creatively, who are able to independently acquire and evaluate new information, make informed choices, and make informed and adequate decisions.

To increase the quality level of personnel training in Uzbekistan, to create the necessary conditions for the training of highly qualified specialists based on international standards, to establish close cooperation relations between each higher education institution with the world's leading scientific and educational institutions, to introduce advanced pedagogical technologies and curricula based on international educational standards to the educational process and wide introduction of educational and methodological materials, development of modern professional knowledge and creative abilities of students, scientific-pedagogical personnel, effective use of interactive methods in working with young audiences, the main tasks of quality improvement and fundamental improvement of the level of higher education in accordance with the priorities of the Action Strategy was defined.¹

By creative abilities, we mean the synthesis of individual psycho-physiological characteristics of the personality and new qualitative states (changes in thinking, perception, life experience, motivational sphere) that arise in the process of a new activity for the individual (in the process of solving new problems, tasks), which leads to its successful implementation or the emergence of a subjectively/objectively new product (idea, object, work of art, etc.) [3].

According to scientists-pedagogues, specialists, whose opinions we take as a basis in our research, today it is necessary to develop and implement such a pedagogical system that would implement a set of measures for the purposeful inclusion of students' active creativity in educational activities; draw up a targeted curriculum, including a theoretical substantiation of active forms and methods in educational and future professional activities and practical measures for their individual use.

Researchers consider the essence of creativity both through the personality, its characteristics (B.S.

¹ Decree of the President of the Republic of Uzbekistan "On the strategy of actions for the further development of the Republic of Uzbekistan". // Collection of legal documents of the Republic of Uzbekistan. - T., 2017. - p.39.

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Bibler, D.B. Bogoyavlenskaya, Ya.I. Ponomarev, etc.), and through the processes that take place in creative activity (L.S. Vygotsky, S. .L. Rubinshtein and others). A great contribution to the theoretical understanding of the problem of creativity was made by the studies of E.V. Bondarevskaya, K.A. Abulkhanova-Slavskaya, V.I. Andreeva and others).

Features of the development of students' creative abilities in the formation of professional and innovative training of future specialists, the impact on the development of creative qualities in scientific research by domestic scientists and teachers O. Jamoliddinova, O. Musurmonova, M. Urazova, N. Egamberdiyeva, E. Yuzlikaeva, Sh. Sharipov, Sh. Shodmonova, also highlights social factors, individual activity, ways and forms of formation of critical and creative thinking among students, existing pedagogical conditions, didactic support, as well as the content of pedagogical creativity.

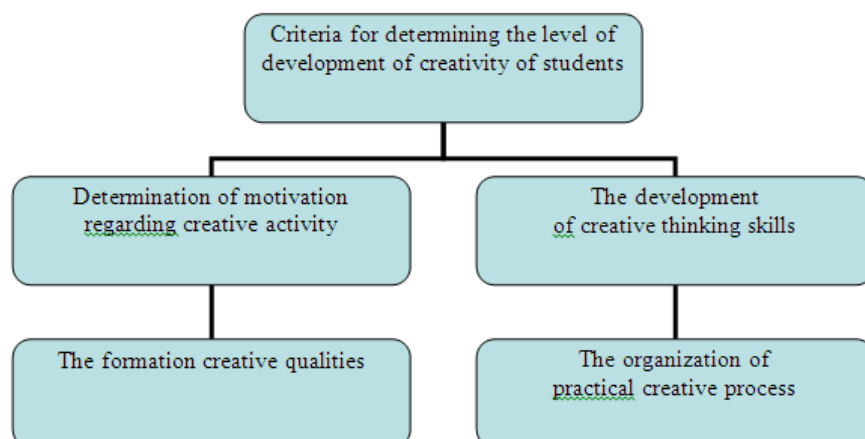
According to Z. Freud, a person's creative abilities develop positive self-esteem [4, p. 120].

Representatives of cognitive psychology (W. Neisser, D. Broadbent, A. Paivio, etc.) consider creativity in terms of knowledge and memory of the subject [5, p. 215].

Creative thinking has its own distinctive features. A creator, just like an intellectual, is not born. As A. Ferguson notes, "creative abilities are not created, but released." It all depends on what opportunities the environment provides for realizing the potential.

Improving the quality of student learning at the university is associated with the creation and use of various methods of teaching and education, activating and encouraging students to independent and creative activity in the learning process. In this regard, the problem arises of determining the criteria for creative activity, which must meet the following basic requirements:

- reflect both the productive and procedural characteristics of the creative activity of students and characterize not only its result, but also the cost of this result;
- indicate the impact of the result obtained on the subsequent activity of the student;
- be interconnected, i.e. make up some complete system;
- derived from the basic didactic principles of education and upbringing;
- be socially and psychologically significant, make sense for the student;
- be easy to understand and easily measurable;
- Allows you to define creative activity from the standpoint of the subject of activity.



The analysis of the theory of creativity made it possible to identify the main features that are indicators of development in creative activity:

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Indicators of the formation of students' creative skills in English lessons are developed on the basis of the following parameters:

Goals, objectives, content (classes),

The use of theoretical knowledge by students in a given pedagogical practice, which requires the maximum social and communicative competence of an English teacher.

The psychological and pedagogical logic of solving the problem is observed in the system of indicators.

Motivational indicator

The fundamental principle of the study - this indicator is emphasized, which encourages students to active upcoming educational work, as well as activities that are personally and professionally conscious (meaningful).

Motivation is affirmed - motives that cause students to be active and determine its direction.

Students show certain positive emotions, aspirations, desire, an attitude is established to the creative and professional competence of the teacher, its manifestation and use in social and pedagogical activities. The future teacher sees the prospect of his professional and personal development/improvement.

Cognitive indicator

It includes a system of knowledge, ways and means of their development, i.e. cognitive-organizing beginning of problem solving. Cognitive development of the personality is presented as a progressive transition from solving some problems to setting new ones. This gives rise to the need to search for the necessary knowledge and methods of activity. The creative level of students' cognitive activity is characterized as independent formulation of a problem, hypothesis, choice of means and methods, problem solving, evaluation of the results of their activities.

The fundamental indicator is pedagogical - theoretical and pedagogical (I) and theoretical and practical (II).

I. Indicators of theoretical and pedagogical knowledge:

Purposefulness, criteria;

Principles, factors, conditions, ways;

Content;

Model, pedagogical system;

Technological principles (classes);

a system of forms, methods, techniques and ways;

II. Theoretical and practical indicators:

Theoretical and practical knowledge;

Pedagogical process, technological approach to classes, their development;

Appeal to the original forms of classes;

Search for non-traditional and innovative methods, the use of effective techniques, methods and various means, including the latest - computer.

The main thing is the integration of the knowledge acquired by students (theoretical, pedagogical and practical) into future practice that requires high creative potential, especially in holding cultural

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events (at a university, a future school).

Thus, the optimal pedagogical use of the studied material (theoretical and practical) is important. Especially - its application in communicative and pedagogical practice.

The above materials show the sufficiency of the selected indicators for an objective reflection of the dynamics of students' development. Data on the creative realization of students will make it possible to assess the success of mastering the educational content aimed at developing the creative potential of future specialists, select appropriate methods and develop an effective program for the individual development of the student.

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