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## **Pedagogical Conditions of Developing Students' Creative Potential**

*Key words:* pedagogics, pedagogical activity, training, vocational training of students, creativity, creative thinking, development of creativity.

*Annotation:* In article the problem of development of students creative potential is stated, ways of its decision highlighted during professional training of students of pedagogical institutes by means of performance by them during student teaching of the tasks connected with realization and the analysis of pedagogical situations. Implementation of this work as students' probationers leads to enrichment of their pedagogical experiment on development of creative potential of learners.

Now an actual problem of high school is increase of professional training of students of pedagogical higher educational institution. The pedagogical profession is caused, first, by the high social importance and not repeatability of its product - the created identity of the pupil in all richness of her individual originality; secondly, that the process of pedagogical activity based on interaction of the teacher and learners. Thus, need of development of creative thinking of future teacher in the process of professional training is revealed.

Development of creative thinking of the person is carried out in the course of his purposeful activity. Without it it is impossible to use independently neither deep assimilation of scientific knowledge, nor ability development them in practice. Knowledge in itself doesn't form the sufficient basis for inclusion of the young man in independent life. The knowledge has to be "impregnated" by ability to conscious social creativity. Education has to create the personality capable to fruitful social life.

In student teaching there is a number of the objective difficulties arising in the course of formation of outlook of students. One of them is the fact of that most of teachers isn't ready to conduct work on formation of outlook of students according to complete structure of scientific outlook. Besides, economic realities of modern public life are that that they create the educational environment forming the outlook bases far from universal values create alienation of the teacher and student owing to what the structure and the content of educational process in modern education come into conflict with problems of formation of outlook of students.

Process of formation at students experience of creative thinking consists in purposeful interaction, coauthorship of the teacher and pupils in specially organized conditions with use of necessary mechanisms, forms and methods of the organization of occupations.

Forms and methods of the organization of occupations are used in a complex and depend on problems of a concrete stage of formation.

It is possible to allocate the following groups of the methods directed on formation of experience of professional and creative thinking:

1. On a way of the organization of educational activity:

- a) Structural and logical (task) methods.
- b) Training methods.
- c) Game methods.

2. On the forming orientation:

a) Methods of development of experience of creative activity:

- methods with application of the complicating conditions: method of temporary restrictions, method of sudden prohibitions, method of new options, method of information insufficiency;

- methods of the group solution of creative tasks;

- methods of collective stimulation of creative searches: method of brainstorming.

b) Methods of emotional influence.

c) Methods of formation of readiness of memory.

Generalizing the available points of view, it is possible to allocate the following qualitative characteristics of creative thinking:

- divergence – ability to go beyond habitual representations, to see object from the different parties and to find new ways of its practical application;

- flexibility – ability to find and make a set of decisions, to produce a set of ideas in unexpected situations; without effort to pass from one problem to another, not to be limited to one point of view;

- originality – singularity, identity of the stated ideas and the made decisions, their intellectual novelty and, thus, scientific character, absence of deviance;

- independence – ability to make decisions unaided from the outside, without being guided by authorities; not conformity of estimates and judgments;

- novelty – absence of analogs process (result) in objective reality and/or in individual experience of the subject.

The conditions stimulating developments of creative thinking of the student.

Creative process represents a special form of high-quality transition from known to the unknown that is carried out through various forms of search activity.

As the conditions promoting development of creative thinking and creativity of the personality, E.P. Torrens allocated the following: existence of creative abilities, creative abilities and creative motivation. Thus the high level of manifestation of creative abilities can be observed only at coincidence of all three factors.

So, for example, in the absence of creative motivation the high level of creative abilities can't guarantee creative achievements neither in science, nor in art, in other kinds of activity even at full mastering the latest technologies. To the contrary, existence of the corresponding motivation necessary knowledge and abilities in the absence of creative opportunities can't lead to creative result, providing only mastery.

There is a popular belief that the creative potential of the person can't be developed, possibly, only his release. However experience of training in some aspects and ways of creative behavior and self-expression, modeling of creative actions and abilities in various fields of activity shows the essential growth of indicators of creative thinking, and also emergence and strengthening of such qualities of the personality as independence, openness to

new experience, sensitivity to problems, and high need for creativity.

Psychologists allocated a number of the conditions stimulating and promoting development of creative thinking:

- situations of incompleteness or openness, unlike rigidly set and strictly controllable;
- creation, development of receptions and strategy, subjects and tools for follow-up activity;
- stimulation of responsibility and independence;
- emphasis on independent development, supervision, feelings, generalizations.

Development of creative thinking in students is promoted by observance of the following psychology and pedagogical conditions:

- development by students of knowledge of creative thinking is carried out in the context of judgment by them professional problems;
- development of associativity, initiative, metaphoricalness of thinking is based on mastering receptions of the original solution of tasks;
- activation of mental processes (attention, imagination, perception, feeling of space) happens due to mastering methods of overcoming of psychological inertia in thinking and behavior.

The content of development of creative thinking defined on the basis of activity approach in training at students – future educational psychologists the knowledge about which was the basis for creation of the program, is as follows:

- formation of ideas of theories and concepts of creative thinking and about its role in professional creative thinking, about the personal qualities providing efficiency of creative thinking in professional activity of the educational psychologist – the theoretical section of the program;
- development of attention, imagination, perception, feeling of space, associativity, cogitative operations of the analysis and synthesis, verbal and nonverbal thinking – the practical section of the program.

Criteria of determination of level of formation of creative competence of students' philologists are:

- need for self-updating, self-realization, self-development through professional and creative activity;
- ability to definition of a creative task for successful implementation of own methodical activity;
- ability to creation of the critical text of the professional reader;
- ability to sure and effective actions in an uncertainty situation at lessons, in out-of-class work on a subject.

Generalization of results of the carried-out work we give the following methodical recommendations about development of creative potential of the identity of students of pedagogical institutes:

1. Not to suppress intuition of the student. Often pedagogical situations when the student, stating the assumption or a guess meet, receives from the teacher censure as can't logically prove them. Check of intuition logic is necessary, but it is already following stage of the creative act. And originally the student should be encouraged for attempt to use intuition and to direct on the further logical analysis of the put-forward idea.

2. In the process of training it is desirable to rely in the maximum degree on positive

emotions (surprises, pleasures, experiences of success, sympathy, etc.) as negative emotions suppress manifestations of creative thinking of the student.

3. Formation at the student of confidence in beliefs in the ability to solve a problem as who obviously doesn't believe, it is already doomed to failure in activity.

4. To stimulate aspiration of the student to an independent choice of the purposes, tasks and means of their decision. As the person who didn't get used to act independently, to take the responsibility for the made decisions loses ability to creative activity.

5. Not to allow formation of conformal behavior, to fight against conciliation and orientation to opinion of the majority.

6. To develop imagination and not to suppress tendency to imagination.

7. To form sensitivity to contradictions, and also to develop ability to find and consciously to formulate them. The main role of contradictions in cogitative activity consists in ability to be a source of new questions and hypotheses.

8. To use problems of open type when there is no one correct decision which needs only to be found or guessed. To stimulate students in a producing possible decision that will be essential.

To form sensitivity to contradictions, and also to develop ability to find and consciously to formulate them. The main role of contradictions in cogitative activity consists in ability to be a source of new questions and hypotheses.

9. To apply problem methods of training which stimulate installation of the student on independent discovery of new knowledge, strengthen their belief in ability to such opening.

10. Training in special heuristic receptions of the solution of problems of various type.

11. To use research activity, joint with the teacher.

12. To encourage the student to be oneself, show respect for the identity of the student, really to feel its emotional and a state of mind. To the teacher, at the same time, it is necessary to possess such strong-willed characteristics as commitment, persistence, endurance, determination, initiative, independence, courage, organization. From the teacher in a bigger measure initiative, ability to risk, enterprise, independence, organization, efficiency, working capacity humanity, sociability, keenness, attentiveness, and tactfulness is required.

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