

Pedagogical Fundamentals Of Developing Intellectual And Creative Skills Of The Students

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ABSTRACT

This article expresses feedback related to the development of intellectual and creative abilities of pupil-youth and considers the pedagogical bases

Keywords:

Intelligence, Intelligence Coefficient, Ability, Creative Ability, Method, Creativity, Individual And Others.

It is known that if each person, having learned the scientific and theoretical abilities, does not avoid working hard on themselves knowing his or her immature and necessary creative abilities, one is able to form the vital creative abilities.

The article discusses the scientific theoretical issues of a whole system of developing students' intellectual and creative abilities. Such concepts as thinking, ability, talent, genius as well as the conditions, methods of their development, and many other issues that make up the composition of the process of creativity, have attracted the attention of philosophers, sociologists, physiologists, psychologists and pedagogues since past times. Over the centuries, the wisest scientists of human beings have constantly held scientific philosophical discussions about what exactly intelligence is.

So, what is intelligence? The concept of intelligence is one of the most tough concepts to define.

These disputable debates have one in common that is a certain absolute unanimity. Intelligence is a higher concept inherent in a person and is mental ability of a person : the

ability to reflect and change the life, the environment in the perception, to comprehend, to learn, to realize the world and to receive social experience, to solve various issues, to make a decision, to behave wisely, to foresee eventual events. The composition of intelligence includes such psychological processes as perception, memory, thinking, speech. Intelligence development depends on social factors such as an innate talent, brain capabilities, enthusiastic activity, life experience.

The level and competence of intelligence are determined by the results of the human activity, as well as the results of psychological tests. V.Shterni, J.Piaje, D.Veksler and other authors viewed intelligence as a common ability of humans to adapt to new life circumstances. They have observed thousands of American schoolchildren in their own researches through the logistics method. In the process of the research, initially, their Iqs (intelligence quotient) were determined. Then, students were divided into groups depending on the IQ coefficient and observed between 30, 40, 50, 60 years. Over the years, candidates with a high coefficient of intelligence have

shown high performance in their personal life and activity. The candidates with a lower IQ coefficient got 30 times fewer achievements than them.

What is creativity? Creativity is the human activity of creating new material and spiritual blessings. Human thinking, human memory, human imagination, human attention, human will take active roles in this process. The whole knowledge, experience, talent are manifested there. Creativity is born initially in the imagination of human.

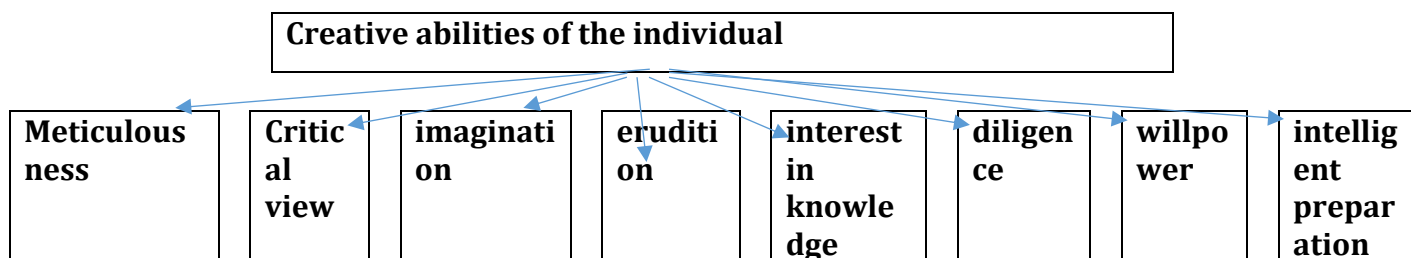
In these researches where the study of the process of creativity is carried out, the creativity is described as a real and ideal transformation process of the activity of people associated with the creation of high-quality new material and spiritual wealth.

Psychologists emphasize the originality of creativity, on which all spiritual state and process of a person are focused and the processes of their vital activity are subject to a positive solution to the issue posed, at the same time they add that creativity is not a blind repetitive activity, it is the appearance or occurrence of the productivity of human thought activity.

In our view, when describing the content of creativity to the students, developing the possibilities of creativity of the

individual takes a first place. But this is not the final result, one of the next important and unique aspects is to create of a new significant product or item to the society and to achieve the economic efficiency and pedagogical result through solving real problems in the cooperation of teachers group with forming the creativity of students at a higher level in the educational process. After that, the creative qualities of the students will develop, the knowledge gained in the educational process will be deep and solid in all respects and will be able to rise to a higher level. The concepts "creativity", and "the process of creativity" are considered to be complex, such as, they include their own "creative virtue", "creative thinking", "creative activity" and other concepts.

Therefore, the role of pedagogical education that creates the appropriate conditions for forming right creativity qualities is extremely important, and this type of education in the general secondary school environment should be focused on examining and studying the students comprehensively. In this sense, the problem of forming students' creative abilities is complicated and multifaceted. Its solution requires taking into account a number of qualities and features of creative activity of the creator. Creative abilities approximately embody the following:



Unlike any creatures, the human is only given a capability of creativity. It is undoubtful fact that creativity is labor. It is a continuous phenomenon in which the personal qualities of the creator play a huge role. If a creator, who organizes each day according to a certain plan, appreciates the time, courageous, is not afraid of difficulties, then he will be able to bring his work to an end.

In the works of Abu Rayhan Beruni it is written about teaching children individually. Abdurahman Jomi emphasizes that the role of material factors as well as moral factors are incomparable in educating individuals as a person

Ibn Sina enriched universal pedagogical values with her views on performing individually and conducting educational work based on the personal qualities, spirit,

diligence, knowledge, determination of the students.

Among foreign educators, K.D. Ushinskiy argues that "If pedagogy wishes to educate a person in one way, it must first know to observe a person in aa-round". Ushinsky, realizing this requirement, wrote a capital work with the name "Man is as a subject upbringing", collected and prepared materials, trying to write third roof. A.S.Makarenko brought up new people- incredibly telented owners from negtected children as a result of working alone. Along with them, he became a famous pedagogical writer.

Individual education in formating of mental and creative abilities of schoolchildren is one of the most effective techniques. The knowledge given through individual teaching becomes much more understandable, high-effective for students. It is mentioned above that these ideas were also described in the works and pedagogical ideas of the great thinkers of the East, who lived and worked several thousand years ago.

In the process of teaching practical subjects such as music, fine arts, physical education, it is recommended mainly to use the method of individual performance. Because in teaching of exactly these subjects, the processes of developing intellectual and creative skills of the youngs are carried out. For instance, the student was given a drawing exercise on a topic called "Spring in our country". In the same step, it is studied how the student's theoretical knowledge about the subject is and is encouraged him to think and comprehend by giving him additional information. Here, thinking skills play a main role.

In psychology, when we say individual characteristics of an individual, the characteristics that distinguish an individual from a second person are understood. The task of an Individual approach is to determine the individual methods of development, ensure the activity and possibilities of each individual. In this point of view, it is understandable that an individual approach is not necessary for only "badly-behaved" children, but also to all students.

The necessesity for an individual approach in educational training is acknowledged by all. The individual approach in education does not mean to educate the child from others distinctly, but also, it means to understand individual psychological characteristics of each student on a scientific basis and take special circumstances into account in the formation of a quality of the individual.

In short, the possibilities of forming intellectual and creative qualities through individual working are very wide. In this process, it is much more convenient to give knowledge and skills by working one-by-one, and it is clear that their level of acquiring will be high in the practical results. It is experienced that the possibilities of individual performance are very various and increase the comprehensive result in practice.

The features of developing the intellectual and creative abilities of students are that it is managed and developed in the course like other educational activities because it has a sub-description. Therefore, the main task of educators in this activity is to find the ways, forms and methods of organizing creative work of students. Based on what has been said, creative abilities is described as correct justification of the solution of creativity issues; interest in knowledge and the formation of abilities; ethe xplanation of deep and solid knowledge and events; and the organizational pedagogical fundamentals of maximum development of students' activity, thinking and independence through the formation of generalized, educational and practical skills.

It cannot be required students to study and implement independently all these steps in their creative activity. But it is important to familiarize with the composition of scientific research through the evidence in the history of science , to reveal the scientific verifications, to reveal the reason why scientists have achieved these or that discoveries and what methods have motivated them to lead to the solution.

According to the above, it is worthwhile to depict the following four ways of forming students' creative abilities separately:

- To study the cause of contrasts and correctly formulate its solution;
- To involve in the description of the auxiliary hypothesis, the search for a solution, the formulation of an inspection plan and the development of a verification method;
- To determine the cause-result connections with attracting ideal models;
- To formate the ability of making conclusions about induction and deduction among students.

It is worthy to note that the mechanisms for forming of creative abilities, which has theoretical and practical thinking relying on the theoretical conclusion and generalization consists of: a clear expression of the purpose of the examination; the development of a working hypothesis, which relies on a previously performed theoretical or practical examination (but which expressed new ideas in itself); determine the logical sequence of the examination; conduct private checks according to the developed method and plan; analysis of the obtained results and expression of conclusions.

To conclude, intellectual and creative abilities embody much more states ,such as: mindfulness, calmness, lucidity, eloquence, literacy, curiosity, infatuation. In this sense, the development of students' intellectual and creative abilities means the upbringing of perfect generation in all respects. To upbringing perfect generation is the aim of every state and every person. In this sense, to make the appropriate direction of improving scientific-theoretical bases of developing pedagogical mechanisms of formation of students' intellectual and creative abilities at a high level is one of the important tasks of the education sphere of the Republic, which is responsible for upbringing well-educated and well-bred generation.

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