



Development of creative cooperation skills in students

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ABSTRACT

The article talks about the development of creative cooperation skills in students. The article mainly emphasizes the issue of personality creativity. The article mainly talks about the development of individual creativity in higher educational institutions.

Keywords:

Creativity, Activity, Activity, process, type of activity, appearance of activity, creative movement, creative personality, creative identity.

The concept of "creativity" is considered the analytical basis of many sciences. The difference in its detection reflects the versatility of this ability. "Creativity is a human activity that creates new material and spiritual values of social importance" [1]. According to the definition of another scientist, "creativity is one of the manifestations of human activity aimed at eliminating contradictions, for which objective (social, moral) and subjective personal conditions (knowledge, skills, creative ability) are necessary, the result of which is innovation and gains progress" [2]. Also, "creativity is an activity, the emergence of new material and spiritual values is its result" [3]. In special literature, there are different interpretations of the concept of creativity, different opinions are given about the essence, structure of the creative process, and the formation of creative abilities of a person. Here, attention should be paid to the versatility of the concept of "creativity". It is interpreted as "activity", "activity", "process", "type of activity", "view of activity". Its various aspects are "creative first", "creative opportunity", "creative ability", "creative thinking", "creative activity", "creative attitude", "creative activity",

"creative work", "creative cooperation", "creative person", reflected in the concepts of "creative identity".

Creativity is considered as an activity that creates some kind of quality innovation. The result of creativity is not only in the creation of some kind of product, but in the development of the creative subject itself, that is, creativity is the progress realized in the forms of human activity. Creative development, like all development, includes two types of elements: reproductive (restoration of what already exists) and creative (innovation that allows us to move forward). Creative activity is divided into several stages: the emergence of a problem, preparation for a solution, the emergence of an idea, and finally, its embodiment. Creative collaboration is a joint activity based on new approaches and means working as a team to accomplish a specific task as planned.

Creative collaboration is the joint creative work of two or more artists. Artists who are close to each other in relation to social life, life experience, profession and mathlab, faith, language, aesthetic ideas, creative style or direction can carry out certain scientific and

creative activities together. Therefore, creative cooperation of students means joint creative work based on closeness of life experiences, scientific interests, field and creative style.

The concept of "creativity", meaning the creativity of a person, is a relatively stable personal characteristic, creative talent, level of creativity, and is an important component of talent. There are three approaches of researchers on the relationship between intelligence and creativity: In the first approach, it is assumed that such creative abilities do not exist, and intelligence acts as a necessary, but not sufficient, condition for a person's creative activity. The main role in determining creative behavior is played by motivation, values, and personal characteristics. Thus, D. Bogoyavlenskaya approaches the understanding of talent as follows and introduces the concept of "intellectual activity", understanding it as "a continuation of mental activity outside the situation". General mental abilities form the basis of intellectual activity, determine the breadth of cognitive interest. In the second approach, a high level of intelligence means a high level of creativity and vice versa. There is no creative process as a specific form of mental activity. This point of view seems the least reliable for many scientists involved in the development of this problem. The third approach is the idea of creativity (creative ability) analyzed as a factor independent of intelligence[6]. Therefore, the creativity of the students is closely related to their mental potential and level, and develops in parallel with their intellectual growth. Therefore, in order to establish creative activity, research and creative cooperation among students, it begins with the development of their intellectual development and outlook.

At the new stage of development of our society, the development of skills related to creative activity among students is becoming more urgent, on the basis of the improvement of the teaching system in higher education. In this regard, it will be effective to establish creative cooperation activities based on vertically integrated education in the system of higher education institutions. In fact, the

essence of creative abilities is the psychological basis of heuristic education, and the ideas about the nature of creativity of a person are his personal qualities that determine and cause effective educational activity. Analyzing the work of psychologists and pedagogues in this field in relation to this issue allows to determine the psychological-pedagogical directions of showing students' creativity to a certain extent.

According to philosophers, creativity is the original essence that belongs to the subject itself and the external world at the same time. Creativity and creativity cannot be realized without the participation of high creativity - subjectivity and is realized only by the characteristic of a creative person[7]. Therefore, the qualities of high creativity are an important feature of creativity.

In pedagogy, creativity mainly means inventiveness, originality, imagination, sensitivity, ability to solve problems quickly. It is emphasized that this ability is versatile[4]. Creativity is the potential ability to think, feel, and act in a comprehensive way. "It is the ability of a person to get out of problematic situations in an unrepeatable way, to approach them creatively. Creativity can be called creativity, creative approach to life, constant critical review and analysis of oneself. Also, creative thinking means approaching something from different angles. Every person is born with creative abilities. It is up to the teacher to direct and develop it" [5]. In pedagogy, creativity is understood as a person's "creative ability" and is analyzed in relation to the level of intellectual development. In particular, A. Arifjanova explained the essence of the concept of creativity in connection with the development of the creative potential of pedagogues of higher educational institutions as follows: "by mobilizing appropriate opportunities, it is interpreted as the ability of a person to accept a problem and create a new, unusual product". According to G. Ibragimova, creativity is manifested as a set of skills related to creativity, creative qualities of a person. Creativity includes a high level of sensitivity to

problems, intuition, anticipation of results, imagination, research and reflection»[4].

We believe that creativity and creative collaboration is an integrative skill that is full of interrelated skills and elements. For example, creative abilities include: imagination, fantasy, dreaming and the development of unique abilities. Creativity is the main, but not the only, ability that supports heuristic cognitive activity. As a result of creative and instrumental activity, the students will definitely learn. In this, creative and cognitive activities are carried out together. Therefore, creative cooperation is also a type of joint creative and cognitive activity of students. Through this, they exchange ideas with each other, conduct scientific and technical activities in cooperation.

In preparing students for creative cooperation on the basis of creative activity, it is required to achieve harmony in the formation of their general cultural potential, specialized knowledge and personal qualities. Therefore, there is a need for integration of all knowledge-related subjects provided in higher technical education curricula. Therefore, the development of students' creativity and creative cooperation based on it is based on the strengthening of interdisciplinary relations. It is important to use new pedagogical technologies and interactive methods of teaching in order to develop the students' independent thinking and creative abilities in the development of cooperation skills. Therefore, person-centered learning can work well under the influence of collaborative pedagogy, small group work methods. The wide introduction of modern information communications will give a good result in increasing the effectiveness of educational technologies.

The main goal of developing creative cooperation skills in students is to help future specialists to acquire the skills of effective use of knowledge, methods and tools related to professional activities, to use the existing material and spiritual potential to create new ideas and new solutions, to apply creativity in practice and to implement

activities organized on its basis. can solve the following tasks:

- aspiration;
- having creativity;
- superiority of logical thinking ability;
- ability to search;
- propensity for innovation;
- high analytical thinking ability;
- high synthetic thinking ability;
- high level of knowledge;
- strong desire for creative cooperation.

Based on the priority signs of development of creative approach and creative collaboration skills in students in higher technical educational institutions, the problem of creative collaboration includes many independent issues and defines a number of conceptual rules. These require students to develop concrete technological issues based on creative cooperation.

These include:

- creation of technologies related to pedagogical bases of development of creative cooperation skills;
- formation of a system of worldviews about creative cooperation in students;
- pedagogical tools that ensure the connection of the components of education in the process of creative activity;
- creating an environment of creative cooperation in a higher education institution;
- technological and methodical factors affecting the identification of individual characteristics in the development of creative cooperation skills.

One of the manifestations of social cooperation skills of students in higher technical educational institutions is the formation of an image of a person who embodies human potential at a high level. Competence is understood as a latent possibility that has the ability to become a reality under certain conditions. Turning potential into reality means the process of activating potential and directing it to a specific goal. The category of activation has a two-sided

character, on the one hand, it reflects the teacher's behavior directed towards a certain goal, and on the other hand, the student's activity. In other words, the forms of manifestation of personal potential are always based on mutual creative cooperation and emerge as a result of the educational process. In this regard, it is important to identify and determine the priority aspects in the development of creative cooperation skills in students.

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