

FORMATION OF CREATIVE RELATIONSHIP THROUGH STUDENTS USING THE CREATIVITY OF EASTERN THINKERS

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Annotation: This article highlights the importance of using the work of oriental thinkers in shaping the thinking of creative relationships among students. Талабаларга буюк сиймолар ва замонамизда яшаб ижод қилган ёзувчи ва шоирларнинг ибратли ҳаётини намуна сифатида кўрсатиб бериш орқали биз талабаларда мустақил фикрлаш куникмаларини шакллантиришнинг ахамияти ёритиб ўтилган. Боболарнинг бизгача етиб келган асарларининг педагогик – психологик таъсир кучи ёшларни илм борасида янги кашфиётларни, ихтироларни қилишга ва энг асосийси жамиятнинг фаол аъзоси сифатида фаолият юритишга ундайди.

Keywords: Thinking, attitude, activity, creativity, student, image, process, formation, thought, problem.

INTRODUCTION

Each period constantly sets clear goals and works towards the development of human society. He is also doing a number of things for the development of our country and the well-being of our people. One of them is that every leader has raised it to the level of public policy, saying that it is a requirement of the time to approach it from the point of view of respect in dealing with the people. At the same time, it pays great attention to raising the sense of respect and esteem by inculcating national and spiritual values in the minds of young people.

Students are given the task of searching for concepts related to respect in the process of instilling a sense of respect for great figures in order to form creative relationship thinking and to show the sources in full and to carry out creative work

on each concept. Students need to understand that creativity is a complex mental process that involves all layers of a person's psyche.

THE MAIN PART.

"Creativity is the highest form of labor, the labor that satisfies human needs and brings social benefits." So, through creation, people satisfy their needs. It is clear that the student is trying to find the information that interests him. Such a move will delight them. Students in these processes:

- to gather one's opinion,
- clarification of opinion,
- Relying on logical thinking,
- to express one's opinion by means of means,
- brings thinking processes to a qualitative stage, such as the logical conclusion of an idea. Students who are able to achieve these qualities of thinking will share their creativity with others. At the same time, students are trained and formed with the help of thought, logic, thinking exercises in expressing the life of great figures, the period in which they lived, their activities through their creations. For example, in the process of thinking, students form creative thinking relationships as a result of understanding the accuracy, precision, and relation of things and events that they see, perceive, feel, and imagine. Students explore the mysteries of the world around them in the process of thinking stages. With its help, students will know how right or wrong the events and happenings in this world and the opinions about them are.

Students will learn to analyze the relationship between these beings and events by observing and reflecting on events and happenings in the universe. Through their thought processes, students enter into a creative relationship that is inextricably linked with their heart and soul. In this case, the quality of the relationship depends on the level of spirituality, inner world, thinking of students. Therefore, the relationships they develop depend on the ability of the thinker to

create. That is why in our research we have raised the issue of bringing the existing thinking in students to a qualitative level. If we look at the history, our thinkers who have lived and worked in our country, in their time, have put forward important ideas on what methods and means of teaching should be used in the education of independent-minded, creative people. To this end, we first of all thank the great thinkers who have amazed the whole world with their scientific potential and spirituality, such as “Al-Khwarizmi, al-Farghani, Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali ibn Sino, Mahmud Kashgari, Ahmad Yugnaki, Yusuf Khas Hajib, Ahmad Yassavi, Jaloliddin Rumi, Alisher Navoi, Imam Bukhari, Imam Termezi, Najmiddin Kubro, Khoja Bahouddin Naqshband Sahibqiron Amir Temur, Mirzo Ulugbek, Hussein Boykaro, Zahiriddin Muhammad Babur, Islam Karimov, Munavvarqori Abdurashidhon oglu, Abdulla Avloni, Mahmudhoja Behbudi, Cho. Fitrat, Abdulla Qodiri, Primqul Qodirov, Shukhrat, Abdulla Aripov, Muhammad Yusuf ” thought it would be expedient to teach the students in depth.

In particular, the encyclopedic scholar Abu Rayhan Beruni in his works focuses on these issues and explains which aspects should be paid more attention in education in order to develop the student's personality and thinking. In particular, the scientist emphasizes that in teaching it is important not to memorize, but to follow the path of understanding, logical thinking, drawing conclusions. When we read the thoughts of great figures through their works, we are convinced that the thoughts are very clear, vivid, logically strong, free from dependence, free, independent and astonishingly artistic and creative. In our opinion, we are not mistaken in saying that these are the criteria that determine the quality of the existing thinking capacity in them.

Our great ancestors approached them creatively and achieved results because they solved the mysteries of events and happenings in existence through these very qualities of thinking. For example, “Muhammad Al-Khwarizmi (783-850) played a worthy role in the development of pedagogical thought, advancing the idea that science is important in the development of man and the establishment of human

relations. In particular, he went down in history as a theorist and pedagogue-methodologist who created innovations in the field of mathematics. Khorezmi studied the discoveries of almost all mathematicians in Babylon (Babylon), Greece, India, China, Egypt, the countries where the ancient science of mathematics developed before his time, and he himself created a new discovery that differed from them in terms of vital requirements. Muhammad al-Khwarizmi made a great contribution to the theory of knowledge with his scientific heritage. *Al-Kitab al-Mukhtasar fi-Hisab al-Jabr wa-al Muqabala* (A Brief Book on Algebra and Al-Muqabala Accounting) describes numerical quadratic and linear equations and ways to solve them. Muhammad al-Khwarizmi expands the concept of abstraction in mathematics. Solves general problems by means of induction, solves special problems by means of general methods by deduction... Along with the theoretical development of mathematics, he also gave ways to use it in life. He proposed the accounts necessary for the distribution of inheritance, the drawing up of wills, and the distribution of goods.

Muhammad al-Khwarizmi's second book on mathematics is *The Book of Indian Arithmetic* (*Hisab al-Hind*). The work is devoted to decimal system numbers. The invention of the decimal system is described in the science world as a revolutionary change in the number system. Muhammad al-Khwarizmi created the rules of addition, subtraction, division and multiplication, which are algorithms of arithmetic. He also gave an algorithm for multiplying numbers of different "genders". For example, he showed that in order to multiply minutes and seconds by each other, it is expedient to first convert them to the same form, that is, to convert seconds or minutes. A special chapter describes the essence of fractional and root operations. In 827, under the leadership of Khorezmi, one degree of the earth's meridian was measured to determine the size of the globe. The first work on trigonometry, written in Baghdad, also belongs to Khorezmi, which shows the laws of change of sines, tangents.

His trigonometric table differed from the tables of that period. Muhammad al-Khwarizmi made an important contribution to the theory of knowledge. He was one of the first to establish experimental and test methods (he developed an algorithmic solution of mathematical problems based on a table reflecting the motion of celestial objects). He argued that mathematical ideas underlie the vital necessity of human beings, and that scientific discoveries arise on the basis of the practical requirements of human beings. His contribution to the development of world science is universally recognized, and among Eastern scholars only his name and works have been immortalized in modern scientific terms such as "algorithm" and "algebra."

We aim to achieve this by introducing such information to students through the implementation of the following system:

- collection of information about great figures;
- creation of an electronic database for the collected data;
- development of an information communication program aimed at improving the quality of work with the collected data;
- implementation of the program.

The expected results through the intended program will be as follows. These are:

- students will have a full knowledge of great figures;
- the ability to describe them in a unique way is formed;
- get acquainted with the discoveries and inventions made by thinkers;
- can convert the information they have into information;
- it gives young people the opportunity to develop a sense of respect for them.

By showing students the great figures and the exemplary lives of writers and poets who have lived and worked in our time, we form in them the ability to think independently. "Independent thinking is a mental activity that consists of solving problems, goals and objectives of a person independently, based on their knowledge, worldview and life experience, using different ways and means at the

level of their intellectual potential. One of the hallmarks of the independence of human thinking is initiative, which is manifested in the fact that a person sets a clear goal, clear goals, finds solutions to problems, and determines the methods and means necessary to complete them. The accuracy of this activity is reflected in the weight of the result, the rapid finding, sorting and application of new methods and tools in the process of performing tasks. The critique of the independence of thinking is felt in the attitude of the independent thinker to events, his ability to distinguish between important and insignificant aspects. In carrying out such work, we also plan to use works that have come down to us from our ancestors. Their pedagogical and psychological influence motivates young people to make new discoveries and inventions in science and, most importantly, to act as active members of society.

CONCLUSION.

In conclusion, in the process of education, future teachers are taught to adapt the above information to the requirements of the time, to apply it in a timely and appropriate manner. In these processes, taking into account the capabilities of modern pedagogical technologies, the versatility of modern information and telecommunications, time savings, the goals of the educational process will be gradually achieved.

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