

MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL

<http://mentaljournal-jspu.uz/index.php/mesmj/index>



FORMING CREATIVE THINKING THROUGH CREATIVE TASKS

Sayyora Sh. Matkarimova

Lecturer

Chirchik State Pedagogical University

Chirchik, Uzbekistan

ABOUT ARTICLE

Key words: creative, student, analysis, image system, textbook.

Abstract: This article describes some methodical issues of creative development of students in modern education, analysis of modern lessons.

Received: 09.11.23

Accepted: 11.11.23

Published: 13.11.23

INTRODUCTION

One of the important issues facing modern literary education is the problem of formation of practical literacy. The renewed way of life puts before mankind the task of finding a non-standard solution to a number of problems. A creative approach to the solution of these problems using the most optimal methods is a factor for a positive solution to the problem.

According to modern requirements, reproductive education is giving way to continuous multi-level creative education.

It is known that the concept of creative thinking was first used as a term by V.A. Sukhomlinsky, A.E. Cited in Simonovsky's research. According to scientists, creative thinking is a thinking process based on free activity and thinking. The concept of creative thinking has its own definition in a number of dictionaries. For example, in the "Annotated Dictionary of the Uzbek Language" the concept of creative thinking is defined as follows:

Creative thinking is a form of thinking in which the principle of free thinking and creativity is the priority. Creation (Arabic to create, discover, create) - to create, create an artistic, scientific, practical work or material wealth. Creativity, in essence, is a creative activity and expresses the practical manifestation of human spirituality. Creativity is such a unique type of human activity that material or spiritual wealth is created based on the harmony of emotions, knowledge and thinking. In this process, a person can discover laws that have not been known until now in the world of science

and creativity, invent a new method or rule, template or model, create an original scientific and artistic work. means thinking. Creative thinking means development of thought on the basis of comparison, comparison, analysis of events, opening new aspects of it, thus enriching the world of knowledge and imagination. Creative thinking is one of the most important human characteristics. A person who is deprived of this quality becomes a slave who does everything blindly. A creative thinker has an independent mind. He has a free attitude towards life and people, and can freely express his opinion on any event. Creative thinking is an important condition for spiritual renewal of society, raising people's consciousness, and ensuring celebration of good ideas. Therefore, in the process of building a legal democratic society in our country, special attention is paid to the development of creative thinking. The core of the word thinker is also thought. But not all people who have the ability to think are thinkers. Great creators, scholars and saints who have high, deep and powerful thinking, who have made an incomparable contribution to the development of national and universal values, deserve to be called thinkers.

MATERIALS AND METHODS

The term creative thinking, which is the subject of our research, was coined by the researcher M.B. Sherov pointed out that "...the concepts of "creative ability" and "creative thinking", which are considered to be one of the most important social qualities that express the humanity of a person, indicate that a person has a high creative potential, and at the same time are one of the most important signs that express the independence of a person [1.196 .]," he described.

In a number of studies related to creative thinking, we can see that this concept is used together with the term creative thinking. Currently, the term creativity is also used in a number of scientific research works.

Considering that creativity is the ability to create, it is understood that the development of this competence is one of the priority directions in schools specializing in literature. In literature classes, creativity is manifested in using the figurative means of the language in a new sense, finding non-traditional answers to the questions given in the textbook, and creating new models of the artistic text as word art. In pedagogy and psychology, the ability to correctly assess a certain situation, having personal views, and individuality in creative activity are considered as characteristics of creative thinking.

It is worth noting that, starting from 2021, the PISA international assessment program considers the concept of creative thinking as an important evaluation criterion, along with students' reading, mathematical, natural literacy, skills and competencies in applying theoretical knowledge in practice.

In the scientific literature on pedagogy, it is determined that one of the components of the development of creative thinking is the increase of interest in understanding, motivation.

The levels of characteristics of creative thinking are as follows:

- efficiency;
- originality;
- flexible thinking;
- ability to generate ideas.

Undoubtedly, every teacher wants to see that his students love the subject he teaches, the active participation of all students in the lesson, many questions, questions, questions and answers, answers, answers to them, and wonder in the eyes of students.

In most cases, the reality of life proves the opposite. In particular, a number of physiological conditions of students in upper classes, boring traditional forms of learning science show a weakening of interest in learning. One of the solutions to this problem is the individualization of the educational process. It is important to use modern teaching methods and create an emotional atmosphere in the educational process. In turn, a positive emotional environment stimulates creative and mastering activities.

In literature classes, it is desirable to have a comprehensive approach to the development of students' love for books and interest in reading works of art.

The observations show that some students have difficulties in mastering the subject, on the one hand, due to the large number of class hours, the complexity of the subject, and on the other hand, the uncertainty of their goals. The result of this is the decline of interest in science, and the lack of mastery of science.

Students described as above are found in every class. It is sad to feel the feeling of imparting knowledge to a student whose face shows indifference to learning science, drowning in scientific terms.

In the current era of globalization, the main tasks of the teacher in the pedagogical process have changed. New demands are placed on his managerial activities. Management includes directing, delegating, teaching, helping and supporting, and advising, leading, monitoring, demanding, and instructing. [3.59.]

The active use of the concept of motivation in the methodology of teaching literature is explained by the fact that it is a factor that increases students' interest in mastering science. The "Miracle Effect" method can be used to increase students' interest in mastering science, and the activity of research. Feeling a sense of surprise, achieving an unexpected result creates motivation. In this process, not only the student's interests are formed, but also the skills of creative thinking and coming up with new ideas.

RESULTS AND DISCUSSION

We will consider the form of this process on the example of the 7th grade literature lesson of specialized schools.

According to the program, special literature lessons of the 7th grade begin with the study of the lyrical epic "Conversation with a picture" by the poet Saida Zunnunova.

In the program, S. It is intended to introduce literary and theoretical concepts such as the specific features of Zunnunova's work, the dictionary meaning of the word epic, lyrical epic, anaphora, exaggeration, allusion, and the art of metaphor.

If at the center of the problem of reading are mental processes characterized by the level of perception of the read work, from the point of view of literary studies, the civil and aesthetic attitude of the reader to the read works comes to the fore [2. 619.]. Accordingly, the process of working on an artistic text in the lesson should begin with an expressive reading of the work. In expressive reading of the work, three main aspects are taken into account.

First, students should be taught to read slowly, at a low speed. This kind of reading serves to form the skills of thinking about the meaning of each word, formulating a question, finding an answer to it from the text, and analyzing it in an elementary way during the reading process.

Secondly, it is necessary to explain to the students that they should read to themselves, not to the teacher, and that such reading serves to understand the feelings expressed in the text, to read the thoughts that the author wants to convey.

Third, students should be taught that familiarization with the text begins with internal reading.

For this, the process of educational activity is organized in three stages:

1. pre-study process;
2. study process;
3. post-graduation process.

Here, the students are instructed to divide S. Zunnunova's epic "Conversation with a picture" into text, text, and post-text parts.

Textual.

The work begins with the embodiment of the image of a mother who looks at the picture of her beloved who did not return from the war and describes her heartache:

– After the wedding, how was the mother when she came to the picture?

–... *With a bouquet in her hand, sad and quiet,*

– *Slowly entered his quiet house...*

Tears of joy and sorrow flowed,

Mother's heart was crying without words.

Sparse eyelashes stuck together for a moment,

He sighed and swallowed tears.

Mother's heart was in the grip of conflicting emotions. On the one hand, the joy of his son's wedding, and on the other hand, the pain of his father's absence at this wedding, were in one heart.

The text.*S u r a t*

Sweet as an epic written in one stroke...

What memories did the conversation with the photo revive?

Mother

Satisfied with neither sleep nor laughter,

I was a beautiful bride.

Someone's grief was crying,

If he sang, I would sing along.

In the memory of the beginning mother, she mentioned that when she was a new bride, she felt that she had come to life in order not to die, that her happiness seemed endless. But the pain that came into her life like autumn, her son's beady eyes blinking in the crib, her mother-in-law sitting alone for hours wondering about this situation, and the memories of the mother-in-law and daughter-in-law from that day are impressively described.

At the time of his mother-in-law's death:

In separation, sadness, as if not giving birth,

Your mother passed away.

I could not stand this separation.

I said dod, the houses are shaking,

I cursed fate face to face,

Saltiness, grandchildren would say if I do it.

I also broke the tradition that day,

I put my wife aside.

I lifted the coffin myself,

People sometimes wear and sometimes hold the collar.

During the saga, the events move to the memories of a soldier who went to war.

Surat:

A pistol aimed at him, too

Little hands that you know as toys -

What a pain when I fall,

Tell me, how are these pains measured?

Murda carelessly sucked her breast,

Have you ever seen a whining baby?!

– How have these memories manifested over time?

Mother: That's enough, have mercy on me, I don't even have the strength to listen...

–...O n a

– The clean, free air of Tashkent

– Destroyed evil intentions.

–It is said that everything is in the past now...

– Have memories become less valuable or vice versa?

Sleep peacefully, don't be disturbed, If we despise or give this blessed soil to someone else, it's good for us. In his memories, Deya shows that he is superior to himself.

The text.

In this part, all the events are summarized and it is shown that the bright future has been reached:

Surat

He calls her for the first time

He invites you to tea, maybe out of respect.

But your mother's heart, this waking night,

Does he know today's conversation?

It is important to study the poet's creative activity in determining the idea presented in the epic. Students will determine the specific aspects of S. Zunnunova's work based on the information provided in the textbook:

Books:	"Gulbahor", "Narratives and stories", "Fire", "Friendship", "Wing", "Fire", "Streets are bright", "Sing your height";
Poetry collections:	"New poems", "Valley of flowers", "Girls", "Poems", "Thoughts of a year", "Nilufar"
Epics:	"Sadiq and Anor", "Khairi Khan", "Interview with a picture", "My neighbors"
Play:	"Mother", "Eyes".

When working on the text, students' attention is focused on the following information:

Saida Zunnunova wrote more lyrical epics. In such epics, a small incident that motivated the writing of a work is described through the experiences, emotions, and mental states of the creator. The epics "Neighbors", "Alla", "Conversation with a picture" were created in this way.

It is also important to organize proper and goal-oriented independent work.

Independent work organized on the basis of the method of comparison in mastering the epic "Conversation with a picture" is important because it is aimed at developing the creative thinking of students.

– Read the poem "Ayol" by the hero of Uzbekistan, Abdulla Oripov, and compare it with the epic "Conversation with a Picture" and find out what are the differences?

“Woman”

When the letter ends, the guys are out of blood

Sing when the brides leave

His shelter did not return from the battle

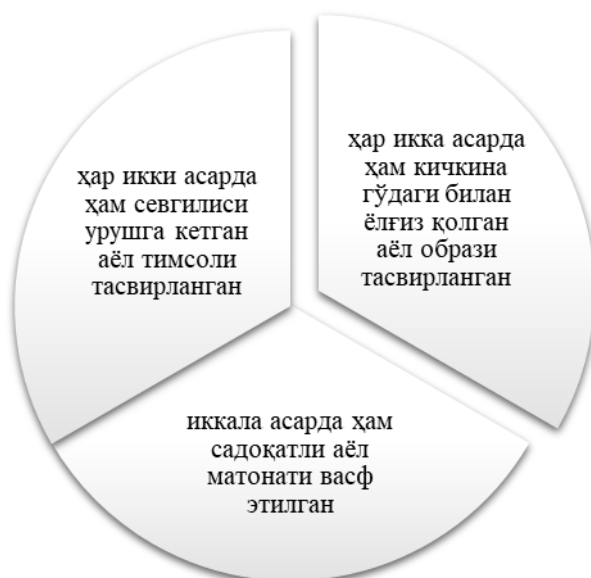
At the age of eighteen, she became a widow...

First, the differences between the two works are defined:

"Conversation with a picture"	"Woman"
Lyrical epic	Lyrical poem
The saga is based on the conversation between the two female protagonists, their lovers who did not return from the war	The poem is written in the author's language
The feelings reflected in the epic are described in the language of the characters	The author's inner experiences are recognized in the poem

– Determine how the poem "Woman" is related to the epic?

CONCLUSIONS



It is known that everyone has different levels of intellectual and creative abilities. As a person grows up, his ability to think creatively disappears. This situation is the results of diagnostics carried out in sociology. Observations have shown that the majority of high school students are afraid of making independent decisions, they seek accurate information, they are worried about the uncertainty of the situation and the variability of the creative task solution.

The development of creative abilities of students is not fully realized within the educational process at school. Therefore, it is appropriate to involve them in scientific research activities and creative contests within scientific societies.

Creating a continuous, continuous creative environment in literature classes and extracurricular activities that spans several years will undoubtedly have a positive effect on the development of students' creative abilities.

Below we recommend some ways to develop creative thinking in connection with the work "Conversation with a picture":

RAShM strategy is to create written texts on a specific topic. This strategy is important as it builds preparation for improvisation. The strategy requires the student to have a certain amount of skills and abilities, the method is an effective method in the lessons of practical application of theoretical knowledge and repetition of material.

R is the role, on whose behalf the reader chooses to write.

A is the audience it addresses.

Sh - form, in what form the material is written (anecdote, story, dialogue, note)

M - topic, what the text will be about.

S. An example of the implementation of the "RAShM" strategy in connection with Zunnunova's work "Conversation with a picture".

A student writes a letter on behalf of his son to his father on the topic "I miss you".

R – Son, A – Father, Sh – letter, M – longing.

"Writing a letter in a circle" technology involves working in a group. Students should not only think about the given topic, but also coordinate their thoughts with the group members. Each member of the group writes a few sentences on the given topic on a piece of paper in his hand, then passes the paper to the classmate next to him, who must continue his thoughts. A paper letter is continued until it is returned to its owner.

An assignment will be given to write a letter in the circle on the topic of "Pain of Separation" based on the epic "Interview with a Picture".

"Diamonds" technology helps to develop the creative abilities of students in the study of artistic works. Schoolchildren are invited to write a unique poem according to a certain scheme:

- a. A word (subject; noun)
- b. Two words (determiners; adjectives)
- c. Three words (action, participle)
- d. Four words (link to first line; nouns)
- f. Three words (action related to the subject of the last line; independent words)
- e. Two words (definition related to the content of the last verse; adjectives)
- g. One word (opposite subject to the subject of the first line; independent words)

An example of the transfer of the technology "Diamonds" for the saga "Photo Chat".

1. *Mother*
2. *Reasonable, tenacious*
3. *Hardworking, self-possessed, lazy*
4. *Freedom, selfishness, loneliness, work*
5. *Thinking, acting, hero*
6. *Determined, young*
7. *Nazi invaders*

Creative thinking forms a decisive ability in the student's life, such as noticing the problems around him, turning them into daily tasks and being able to solve them. A student with a developed creative thinking ability has great opportunities, is self-confident, can withstand difficulties and can express his opinion boldly.

In the methodology, there are many and various creative tasks that serve to develop the ability to think creatively:

- 1) assumption about the fate of the hero: what was the fate of ...?
- 2) a letter on behalf of a literary character;
- 3) a speech to defend or accuse the hero;
- 4) an imaginary meeting with a literary character: what do I want to ask...?
- 5) a letter to a literary hero;
- 6) essay "... what should be done in order not to be?"
- 7) sequin method
- 8) ITEN technology (theory of solving creative tasks).
- 9) "Insert" technology
- 10) Like mental maps.

Philosophically speaking, there are no "right" or "wrong" decisions in life; freedom of speech and thought, even if it seems absurd at first, this activity will undoubtedly lead to new discoveries.

It is necessary to fully support the independence of students in literature classes. How our children grow up to be human beings depends to a large extent on us as adults. And may they be better than us at the threshold of future ages!

REFERENCES

1. Sherov M.B. Evolution of philosophical views on creative thinking // Academic Research in Educational Sciences Vol. 1 No. 1, 2020 ISSN 2181-1385 (195-200)
2. Turakulova O.A. Study of the problem of development of reading among students in education // International Journal of Education, Social Science & Humanities. Finland Academic Research Science Publishers ISSN: 2945-4492 (online) |(SJIF) = 7.502 Impact factor Volume-11| Issue-5| 2023 Published:|22-05-2023| (619-624)

3. Yarkinova B.B. Some comments on school literary education // School education, 2019, 5(78).
4. Shermatova U.S. Aesthetics of nature in Cholpon's work // Academic research in educational sciences volume 1 | ISSUE 3 | 2020 ISSN: 2181-1385 Scientific Journal Impact Factor (SJIF) 2020: 4.804
5. Shermatova U.S. The interpretation of homeland, people and man in Cholpon's work // Academic research in educational sciences volume 1 | ISSUE 3 | 2020 ISSN: 2181-1385 Scientific Journal Impact Factor (SJIF) 2020: 4.804
6. Matkarimova S.Sh. Independent work methods for forming students' cognitive competence through literary and theoretical concepts in the system of differential literary education // Volume 1, Issue 6, September 2023 ISSN (E):2938-379X
7. Matkarimova, S. S. Q. (2021). The role of talmeh art in the creation of electronic resources of classic literature // Scientific progress, 1(6), 528-534.
8. Matkarimova, S. Sh. Q. (2020). The importance of textbooks in the teaching of literary science // Science and Education, 1(Special Issue 3), 127-133.