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MORAL QUALITIES AND PRINCIPLES IN STUDENT CREATIVE ACTIVITY

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ABSTRACT

In this article, elementary school students are given a number of methods of calculation in mathematics classes, as well as concepts about oral calculation. In addition, the technology of verbal calculation is explained through a number of examples and samples. Practical examples are given.

KEYWORDS

Quality, system, creative, activity, situation, principle, individualism, humanism, indifference, morality, attitude, courage, persistence, diligence, hardworking, communicative, character.

INTRODUCTION

The system of qualities highly valued by the student and the place of worldview is determined by the place of these qualities in the system. Moral qualities that contribute to the success of a student's creative activity are honesty. Honesty is expressed by subjective confidence in the performed work, honesty, determination, and truthfulness in front of others and oneself.

It is manifested in various situations, including creative activities. Students of different categories are evaluated by their level in the form of these qualities in situations of creative activity. The student's ability to

follow moral principles in various situations during his creative activity (community, humanity, unity of word and work, etc.) is expressed by how consistently and effectively a person applies these principles, which remains his personal principle. It should be noted that there are opposing principles to all these principles. For example: individualism to the public, indifference to humanity, lack of mercy, etc. The effectiveness of the application of these principles in the student's creative activities and morals is expressed by the level of application.

Humility - is a moral quality, expressed by the student's attitude towards others and himself, recognizing that he does not have any special rights and advantages, obeying the demands of public discipline, treating all students with respect, and critically looking at their minor shortcomings. Modesty is different, it is manifested in the creative activity of the student.

The opposite of humility is self-reliance, not putting up with the flaws pointed out by friends, and striving for fame by any means. It is not for nothing that they say, "Humility makes a hero". This quality is evaluated depending on the degree of manifestation of the student's creative activity in different situations.

Courage is a moral quality that expresses the student's ability to overcome fear, insecurity, fear of difficulties and unknown consequences. A clear manifestation of bravery is initiative, creative activity, the ability to defend one's personal point of view in conflicting situations. It is known that the evaluation is based on this personal appearance and meeting.

Perseverance is the student's ability to take risks, that is, to start an activity when there is no full confidence in achieving the goal of the activity, to perform it. Persistence means making a responsible decision and implementing it in a complex situation where the student has to independently choose one of several possible decisions. Perseverance is manifested in creative activity. The moral expression of assertiveness is seen in the student's acceptance of responsibility for decision-making. Opposite qualities of determination are the student's lack of self-confidence, fear of taking moral responsibility in making decisions.

This is evaluated based on the appearance of these qualities and the level of struggle. The student's ability to self-manage in creative activity represents his ability to consciously set a goal and achieve it, as well as to

show his intellectual and willpower to have it in various difficult situations in his creative activity. This ability is evaluated based on the level of appearance and display of the above-mentioned qualities. The ability to plan is expressed by the ability to distinguish intermediate goals in the student's creative activity, the correct distribution of time and opportunities. Evaluation of this indicator is carried out depending on the level of effective and correct planning of activities, these qualities are manifested in interdisciplinary teaching of biology.

The student's ability to control himself in creative activity is expressed by the qualities of his self-mobilization, striving for the goal, using his capabilities to achieve intermediate and final goals, and making full use of his strength, time and capabilities. Assessment of this ability is the level of full use of the student's mobilization, strength, time and opportunities in achieving the goal.

The student's ability to control himself in creative activity, to find and correct his mistakes and shortcomings, expresses his personal quality. It is evaluated based on the number of mistakes and shortcomings that the student makes in his creative activity and his behavior.

Self-assessment is the student's ability to make an objective assessment of his achievements, opportunities and personal qualities in creative activity. Self-assessment is carried out on the basis of matching the student's creative capabilities and achievements with the objective assessment of classmates.

It is expressed by the student's understanding of his mistakes and correcting them in order to increase the effectiveness of interdisciplinary teaching of biology in

creative activity. Assessment is explained by the degree of manifestation of student qualities.

Diligence shows that the student is committed to completing the interdisciplinary study of biology to the best of his or her ability. Assessing this ability is the degree to which a student is committed to an interdisciplinary experience in biology. Communicative creative ability of the student in creative activity is the ability to learn and use the creative experience of others, how quickly he "understands" and effectively acquires the modern methods used by his adults, peers, experienced, capable comrades. It is evaluated according to the ability to quickly acquire the experience of creative activity of others and adapt this experience to oneself, taking into account one's individual creative ability.

The student's ability to achieve harmony and creative relations is expressed by the fact that he is a team with others, and in the process of creative activity, the improvement of relations between students follows the aesthetic criteria. Assessment is done by the degree of effectiveness of the student's mentioned qualities.

aesthetic criteria (harmony, normality and beauty) in the direction of the student's value system . Assessment is expressed by taking into account the place of the level of aesthetic qualities and the dimensions corresponding to them in the direction of the student's value system. The student's individual characteristics that contribute to the success of his creative activity are expressed in terms of his active participation in interdisciplinary teaching and solving of biology and at the highest level of his intellectual and physical strength. In the assessment, the level of characteristics of the student's creative activity is considered.

The student's ability to perform interdisciplinary experiments in creative activity refers to his ability to perform experiments for a long time without reducing the result.

The criterion for evaluating performance is the preservation of the student's creative activity over time. A characteristic feature of the student's method of creative activity is a general description of the characteristics of the development of reasons-intellectual worldview, spiritual, communicative, aesthetic and management qualities that are superior to the usual, regularly manifested activity .

, it is necessary to pay special attention to specific strong and weak elements of creative ability.

Pedagogical assessment and self-assessment of the student's creative ability using EHM. Pedagogical assessment of creative abilities and management of self-assessment process is of great importance.

When developing the method of pedagogical assessment and self-assessment of the student's creative ability , first of all, attention is paid to the logical and natural fit of the educational process. Also, a 10-point scale was used to perform diagnostic, problem-based experiments in biology along with tests, special pedagogical observations, and its assessment. The fact is that a 5-point or even a 7-point scale does not have sufficient diagnostic power, as it vaguely evaluates parts of creative ability.

Descriptive methods that do not depend on the proposed methodology have been widely used. The grade is given by a friend, he gives himself a grade. If the test scores and the scores for the interdisciplinary diagnostic experiment in biology are taken into account, then 4-5 points are added up for any quality and the correct score is determined. For example, "3",

“ 4”, “ 5”points are given for the ability to sort ideas.
The correct grade is “ 4”score, that is, average.

Pedagogical evaluation of student's creative ability and self-assessment methodology were used to diagnose the whole set of creative abilities of students' personality.

Diagnosis results correction analysis methods with again work released _

Diagnosis materials systematized and “ the reader creative pedagogical assessment of ability and to himself himself price to give map”. entered .

Creative diagnostic test form interdisciplinary experience to perform circle questions different age in groups lie down as a result the following creative of ability structural to the parts grades given :

motivational , intellectual, worldview , spiritual , aesthetic, creative , communicative .

Technological maps _ to fill from completion after to the student creative ability more development for suggestions , conclusion and results known will be done . A student creative ability organize doer qualities in development relying on possible has been another qualities Shown and creative ability in the future improvement for offer and recommendations is given

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