



Journal Website:  
<https://theusajournals.com/index.php/ijp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

## PROBLEMS OF FORMING AND DEVELOPING CREATIVE THINKING IN STUDENTS DURING GLOBALIZATION

**Submission Date:** December 04, 2024, **Accepted Date:** December 09, 2024,

**Published Date:** December 14, 2024

**Crossref doi:** <https://doi.org/10.37547/ijp/Volume04Issue12-16>

**Ahmadjanova Muazzam Islamjanovna**

A trainee-teacher of Namangan State Pedagogical Institute, Uzbekistan

### ABSTRACT

This article presents views on the relationship between intelligence and creativity in many studies in today's era of rapid globalization. One group of researchers taught that there is no connection between them, while the representatives of the second group stated that the level of creativity and intelligence are related to each other.

### KEYWORDS

Creative person, globalization, professional experience, professional maturity, creativity.

### INTRODUCTION

In the process of globalization, the formation and development of a creative person depends on the adaptation of his inner and outer world, socio-economic conditions and human ontogenesis - from birth to the end of his life, which requires continuity and succession.

In today's process of globalization, the main attention is focused on the education of young students, their formation as independent thinking, creative and

critical, high thinking and spiritual people. As President Sh.M. Mirziyoyev noted, "It is good for our youth to grow up to be independent thinkers, have high intellectual and spiritual potential, and become people who are not inferior to their peers in any field on the world scale. we will mobilize all the strength and capabilities of our state and society in order to achieve this".[1]

It is known that professional experience is reflected as an integration of knowledge, skills and abilities. However, mastering the skills of professional and creative activity requires not only the integration of practical skills and skills, the development of methods and means of effective organization of activities as a specialist, but also the awareness of the methodology of professional creativity, the development of creative thinking, and the sufficient mastery of personal qualities of a creative nature. The formation of a creative person can be defined as the development of his creative activities performed in a mutually compatible way and the creation of creative products.

Educational system management bodies pay attention to achieving high efficiency in educational institutions every year. For this purpose, the curriculum is developed, new textbooks are created. This helps both students and teachers to grow professionally. Conducted practical actions create the need to achieve achievements and progress in students to a certain extent, help to develop their learning abilities to a certain extent.

However, by the end of the academic year, high-level positive results are not observed in students' learning of subjects in higher education institutions. Although the governing bodies of the education system are setting new measures to change the activities of students who do not want to study, and teachers who do not want to teach such students, the situation remains unchanged. What is the reason for this? Maybe the pre-planned lessons are not interesting for students, maybe the fact that the content of education is set in a certain pattern does not provide any stimulus for students. Abandoning pre-planning of educational activities, formation and development of critical and creative thinking in students, forcing them to think

creatively and come up with new ideas will be the main factor in changing the attitude to education and encouraging them to achieve success. Creativity is considered a missing factor in educational activities [2].

In order to fully understand the general essence of the process of developing creative qualities in a person, it is necessary to first understand the meaning of the concept of "creativity". According to Ken Robinson, "creativity is a set of original ideas that have value." And H. Gardner explains the concept in his work: "creativity is a practical action performed by a person, it should reflect a certain novelty and have a certain practical value."

According to the approach of T. Emebayle (1989), creativity means "the acquisition of highly unusual skills along with thorough knowledge of a specific field."

Many studies have different views on the relationship between intelligence and creativity. If a group of researchers say that there is no connection between them. The representatives of the second group emphasize that the level of creativity and intelligence are related to each other (Kim, 2005). The concept of "creativity" reflects cultur

For Westerners, creativity is generally considered a novelty. They focus on the existence of unconventionality, curiosity, imagination, sense of humor and freedom at the basis of creativity (Murdock, Ganim, 1993; Sternberg, 1985). Easterners, on the other hand, understand creativity as a process of rebirth of goodness (Sternberg, 2002;). Although Westerners and Easterners have different views on creativity, representatives of both cultures highly value this quality and its ownership (Kaufman, Lan, 2012).

According to Patti Drapeau, creative thinking is, above all, comprehensive thinking about a particular issue. Multidisciplinary thinking requires students to draw on multiple ideas when completing assignments, problems, and tasks. In contrast, one-sided thinking is based on only one true idea. In observation, it is impossible to deny one of the one-sided and multi-sided thinking about the issue. Therefore, comprehensive thinking is equally important in the formation of creativity. That is, when completing a task, solving a problem, the student looks for several options for a solution (multi-sided thinking), and then stops at one correct solution that guarantees the most optimal result (unilateral thinking).

Based on the above-mentioned ideas, the concept of "creativity" can be interpreted as follows: Creativity (lat., ing. "create" - creation, "creative" - creator, creator) is a characteristic of an individual's willingness to produce new ideas, as a hunter and an independent factor of talent. creativity included. A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities.

Creativity describes a person as a whole or his specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines mental sharpness, "ensures the active involvement of students in the educational process."

In foreign countries, teachers, like specialists in all fields, determine whether they have creative qualities and their level. For this, they pass a test based on E.P. Torrens in 1987, which determines whether a person has creative thinking. This test makes it possible to assess the creativity of a person and its level according to such criteria as activity in organizing creative activities, quick thinking, originality and refinement.

The answers to the questions suggested by the reader should follow these four criteria [3].

According to E.P.Torrens, the concept of "creativity" [on the basis of the concept includes the following: - putting forward a problem or scientific hypotheses;- checking and changing the hypothesis;- defining the problem based on the formation of decision results;- the effect on the mutual opposition of knowledge and practical actions in finding a solution to the problem mystery. Creative thinking can be clearly reflected in every social sphere [4]. The teacher's creativity is reflected in his creative approach to the organization of professional activities organized by him. In recent years, this situation is expressed by the concept of "pedagogical creativity".

Pedagogical creativity is a descriptive ability of a pedagogue to create new ideas that serve to ensure the effectiveness of the educational process, as well as to positively solve existing pedagogical problems, in contrast to traditional pedagogical thinking.

Due to the teacher's lack of creativity, even though the students have interesting and wonderful ideas, they are slow to express them. The reason for this is determined by the fact that the methods used in the educational process do not serve to form students' free and independent thinking skills.

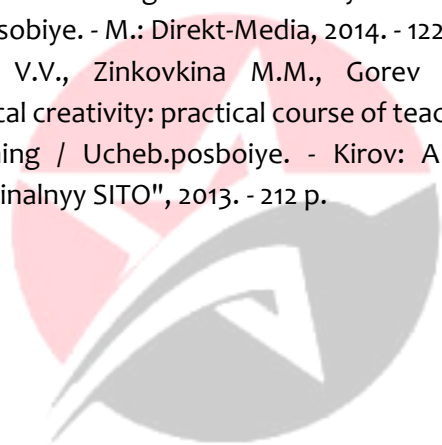
The tools and strategies recommended by the author are useful for teachers in developing students' creativity and develop students' interest and desire to learn academic subjects [6].

## REFERENCES

1. Sh. M. Mirziyoyev. We will build a free and prosperous, democratic state of Uzbekistan

together with our brave and noble people. Shavkat Mirziyoyev's speech at the joint session of the chambers of the Oliy Majlis. T; 14.12.2016.

2. Barisheva T.A., Zhigalov Yu.A. Psychological-pedagogical basis of development of creativity - SPb.: SPGUTD, 2006.
3. Bashina T.F., Ilin Ye.P. Psychology of creativity, creativity, creativity. - CPb.: Peter, 2009.
4. Drapeau Patty. Sparking student creativity (practical ways to promote innovative thinking and problem solving). – Alexandria – Virginia, USA: ASCD, 2014.
5. Sirotuk F.S. Diagnostika odaryonnosti / Ucheb.posobiye. - M.: Direkt-Media, 2014. - 1229 p.
6. Utyomov V.V., Zinkovkina M.M., Gorev P.M. Pedagogical creativity: practical course of teaching and learning / Ucheb.posobiye. - Kirov: ANOO "Mezhregionalnyy SITO", 2013. - 212 p.



OSCAR  
PUBLISHING SERVICES