

Stages of Developing Creative Qualities in Students

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Abstract – The formation (development) of certain qualities in a person is a process that occurs at several stages. The development of creative qualities in students is also a phased process. At each stage specific tasks are solved based on the goal. By its essence the process of developing creative qualities in students takes place at four stages. The stages are adaptive, developing, practical-active as well as analytically-evaluating in nature. The article is about the features of the stages of developing creative qualities in students.

Keywords – A Student, Creativeness, the Development of Creative Qualities in Students, Stages of Developing Creative Qualities in Students.

In the context of globalization, the socio-pedagogical demand, which represents the upbringing of an independent-minded, creative person, is improving, enriched with new principles. If the need to bring up an independent thinker, a creative person is met on the basis of pedagogical ideas and the achievement of the richness of aesthetic feelings of the social subject in the early stages of the history of school development. In the later periods of the history of interpersonal relationships, an individual's activity is characterized by the achievement of original, detailed ideas.

The formation of an innovative educational environment confirms that the development of individual intelligence is the basis for the effective use of human capital. Indeed, the effective use of human capital ensures the development of society. Therefore, the need to develop the individual's intellect in the world, to form in him the ability to think critically, creatively and creatively, is becoming increasingly important. The experience of world education plays an important role in the development of modern society STEAM sciences - science, technology, engineering, art, mathematics (education of a creative person based on the capabilities of mathematics, training of qualified specialists in the socio-economic development of society) At the conference "STEM

- forward" ("STEM - in the future"; Jerusalem, 2014) recognized the expediency of assessing the level of mastery of students by the criteria of communication, cooperation (cooperation), critical thinking, creativity. In addition, starting in 2021, PISA (Program for International Student Assessment) will be enriched with creative criteria. Shows that it is important.

STEAM schools and centers have been established in the CIS countries, such as "Point of Development" (Russia), "Smart Schools" (Belarus), "Children's Engineering Academy", "Five Sciences" (Ukraine). The teaching of "Robotics" has been introduced since.

In Uzbekistan, the assessment of the level of knowledge and intellectual development of secondary school students on the basis of the PISA program, through in-depth study of STEAM subjects, the Republic of Uzbekistan Practical work is being organized to achieve the status of the country "[4].

Creating creativity in students is a complex process that requires a step-by-step process. Scientific research conducted in the context of the research problem - Wallace Graham, Betty B. Rossman, Alex Osborne, Dwight H. Perkins, Don Coberg, James F. Bandrovsky, Scott G. Isaksen, Robert Fritz,

Sidney J.Parns concluded that the development of creative qualities in students through the study of creative thinking models based on them is based on the following stages:

- I. Adaptive phase: the formation of creative thinking skills in students through special exercises. At this stage, the completion of
- II.

the assignments is of a general nature and requires students to come up with original ideas in various areas. In the adaptation phase, the "Random Associations" method [1], E.P. Torrens's "Incomplete Drawings" test [2; 3] is used. They are used as follows:

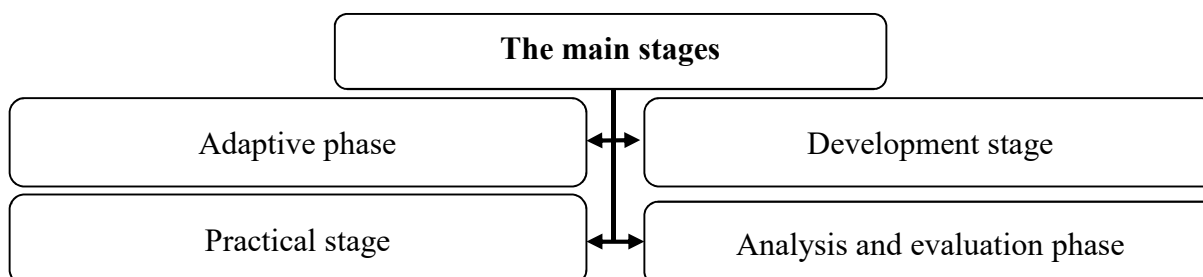


Figure 1. Creative qualities in students main stages of development

1. Students are given the freedom to use the method of "random associations"; they have the opportunity to voluntarily use the book or magazine of their choice without limiting the scope of the topic, and the task is performed by the method of "Random Associations".

2. Using E.P. Torrens' Incomplete Drawings test, students are given the freedom to create images based on barcodes; students create images related to a different area on each bar; the most important thing in this is that students are rich in the fantasy world and it is important to pay attention to the originality of the images.

II. Developmental phase: developing creative thinking skills in students through special exercises. At this stage, the performance of tasks is of a special nature, and students are required to put forward original ideas in the field of "Technology". At the development stage, the method of "Random Associations", the test of E.P. Torrens "Incomplete pictures" is also used. When using them, proceed as follows:

1. Restrictions on the freedom of students to use the method of "random associations"; The scope of the topic is limited, the task on the method of "Random Associations" is performed using a textbook, textbook or scientific, popular science and popular journals and literature on the subject covered in the subject "Technology".

2. Students' freedom to create barcode-based images using E.P. Torrens' Incomplete Drawings test is restricted; students create images on each bar that relate only to the areas

covered by the subject "Technology"; the most important thing in this is that students are rich in the fantasy world and it is important to pay attention to the originality of the images.

III. Practical stage: Development of creative qualities of students on the basis of assignments on the subject "Technology". At this stage, students complete homework on the subject of "Technology".

IV. Analysis-Evaluation phase: Assessment of students' creative qualities. In doing so, the solutions of the learning tasks presented by the students are analyzed and evaluated. The evaluation of students' solutions is based on criteria such as Joy Paul Gilford (speed, flexibility, originality), complemented by T.I. Vinogradova (Gritsay) (sharpness of mind, possession of metaphor), satisfaction.

That is: 1) the educational activity of students in the performance of tasks to complete the task quickly (speed); 2) quick adaptation (flexibility) to the next task after completing one task; 3) promotion of many original (original) ideas (originality); 4) short-term understanding of the essence of the task (intelligence); 5) to be able to interpret the solution in a figurative (symbolic) sense (metaphor); 6) possession of the ability to enjoy (satisfy) the result of work.

In the development of creative qualities in students in the "Technology" classes, it is important, first of all, to change the nature of the tasks given by the teacher, to develop a set of questions or tasks based on their stimuli, encouraging them to think creatively. The study also focused on the positive

solution of this task. As a result, the following set of creative, innovative, creative questions and tasks was formed:

I. A set of tasks of a theoretical nature: 1. When bending metal, the main focus should be on setting the dimensions correctly so that Continue thinking. 2. "Underwear (underwear, T-shirts, corsets) serves to keep a person's body temperature moderate. Because they are worn directly on the body and stick." Comment against this idea.

Respondents commented: "Not all underwear, such as underwear, nightgowns, baby clothes, trousers, pajamas, stick to the body. That's why they can't fully maintain their body temperature."

3. The hardness of wood is determined by the degree to which it resists the sinking of another solid object. The simplest way to determine the hardness of wood is to nail it to it.

Say three points about the idea. Among them: the first to confirm the idea; let the second fill the thought, and the third deny the thought.

1. Affirmative opinion: the hardness of wood is determined by immersing in it the tip, blade, edge of hard objects.

2. Filling idea: simple nail polish, oak, beech, pear, acacia stumbles on soft woods such as willow, poplar, pine, but not on hardwoods such as

3. Negative opinion: no matter how hard the wood is, it is exposed to rust, moisture, water, harmful microorganisms and wood-eating worms.

4. The texture of wood is a cross-section oriented along the radius or along a curved line, and the natural image of the

wood fibers is clearly visible on the treated surface. The following parameters can be assessed through the texture of the wood: the width of the annual layers; that it is wood that has been processed long ago or recently by color (color); core rays; the size of the roots; -; - Finish the indicators, which are determined by the texture of the wood.

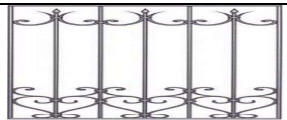
The task was completed by the respondent students as follows: The following indicators can be assessed through the texture of the wood: the width of the annual layers; that it is wood that has been processed long ago or recently by color (color); core rays; the size of the roots; the condition of the fibrous fibers (wavy, tangled); whether there are traces of underdeveloped buds ("eyes" of wood).

Tasks 2-7 are given in the table below:

Taking these factors into account in the course of the study guaranteed the expected result. Students have acquired the skills to promote creative ideas on the topics studied in the lessons "Technology", to substantiate them, to distinguish original (original) ideas.

So, to be creative, by its very nature, represents creativity. A person's creativity not only increases the effectiveness of the activities organized by him, but also ensures that it does not lose its relevance, practical value over the years. Enriching the content of the activity with new ideas, filling it with innovative components will help to make it interesting and enjoyable both for the person who organizes it and for those around him.

A person who is able to conduct his business in this way can withstand complex, strong competition in the conditions of market relations.

2.		Fill with new detail	
3.		Enrich the product with a new color. Why did you choose such a color изохланг	
4.		In your opinion, this What a plus in the product?	
5.		Fill with new ornament	
6.		Complete the process	

7.		Make changes to the composition	
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Therefore, the formation of creative qualities in students in general secondary schools, its consistent development will help them to take their place in the labor market, as well as lay the foundation for the development of the industry.

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