



CREATIVE DIRECTION OF THE EDUCATIONAL AND RECOGNITION PROCESS AT THE UNIVERSITY

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ABSTRACT

In this article it is told about conditions of development of creative abilities of students. One of such conditions is the creative orientation educational and informative process in higher education institution. In article is given the analysis of literature on a problem. The following concepts are considered: personality, orientation, motive, interest.

KEY WORDS: *creative abilities, personality, orientation, motive, interest.*

DISCUSSION

The process of developing students' creative abilities is a complex of conditions, since isolated conditions cannot solve this problem effectively. The structure of the complex of conditions should be dynamic and develop depending on the complication of the training goals at each stage. In this case, the main changes will occur in the composition of the elements and in the nature of the interactions between them. At the same time, the functional focus remains unchanged. The relationships between the elements of the complex are not destroyed and prevail over external relationships.

Ensuring the creative orientation of the educational and cognitive process is one of the conditions for the effectiveness of the process of developing students' creative abilities.

It includes:

- motives of creative activity;
- cognitive interest.

The implementation of the outlined ways of searching for conditions leads to the need to turn to

the theory of personality. The concept of personality is one of the fundamental in modern human sciences. After analyzing the main approaches to the concept of "personality" B.F. Lomov wrote that "despite different interpretations of personality ... orientation stands out as its leading characteristic."

Orientation as the leading characteristic of a personality is distinguished by such scientists as: B.G. Ananiev, M.I. Dyachenko, A.N. Leontiev, K.K. Platonov, A.V. Petrovsky, S.L. Rubinstein and others.

The orientation of the personality is of great importance in the development of creative abilities. There are currently many approaches to targeting. For our study, the most relevant is the definition given by A.F. Esaulov. The orientation of the personality is defined by him as "a set of stable motives that orient the activity of the personality and are relatively independent of the current situations, the orientation of the personality is characterized by its interests, inclinations, beliefs, ideals, in which a person's worldview is expressed" [1]. The direction



includes a lot of components. The conditions that determine the direction include: the formation of needs, the development of motives, interests, positive self-attitude and self-actualization of the individual, etc. Let us dwell on the general characteristics of these concepts in the aspect of the problem under study.

For the purposes of our research, questions relating to the conditions for the appearance of a personality's needs for creative activity are especially important. From the point of view of modern psychology, the need is the state of the individual, created by the need he feels for the objects necessary for his existence and development, and acting as the source of his activity. Needs depend on the subject-social content, on the level of development of the economy and culture. Gradually developing, needs are more and more moving into the social sphere, mediated by objective activity. Needs are not only a prerequisite and result of actual labor activity, but also of cognitive processes. "Being cognized and accepted by the individual, as his own, personal, being comprehended by him, in connection with the present inclinations and interests, the social needs in the activity determine the individual's personal orientation towards mastering this or that activity, as a professional one, and after mastering, the professional motivation of this an individual as a person, a subject of a professional's activity"[2].

Needs are found in motives. The problems of the relationship between needs, motives and activities are being actively developed in Russian psychology and sociology. Any activity proceeds from certain motives and is aimed at achieving certain goals. The motive acts as an incentive to activity associated with satisfying the needs of the subject, a set of external and internal conditions that cause the activity of the subject and determine its direction.

In studying the process of motivation for learning, we will rely on a number of theoretical provisions related to the mechanism of formation of motivation in traditional learning (A.N. Leont'ev, S.L. Rubinstein, L.I. Bozhovich, P.M. Yakobson, etc.) and adhere to the provisions that the motives included in the educational activity of students are complex, heterogeneous, hierarchical motives, which implies the allocation of the main, dominant motive that affects the content, structure, characteristics and effectiveness of activities (V.G. Aseev, P. M. Yakobson, A. N. Leont'ev, N. M. Simonova, etc.).

There are various classifications of motives for learning activities. The most relevant to the subject of our research is a classification based on the allocation, in general, of a complex of motives that regulate educational activity, of two main types of motivation: motives expressing an orientation toward

learning as a process of cognition - internal motives of cognition (cognitive needs and interests) and motives that express orientation towards learning as a means of achieving goals not related to learning external motivation (for example, prestige, desire for recognition, authority, etc.). Internal, cognitive motivation is considered by most scientists as a specific motivation for creativity. Therefore, its formation acts as a necessary condition for the development of students' creative activity.

A high level of development of intrinsic motivation in the process of developing the creative abilities of an individual is in direct proportion to emotional reinforcement in a situation of successful creative activity and is an important condition for its course. S.Yu. Stepanov, I.P. Semenov in his studies note that the experimenter's efforts are aimed at "maintaining a psychologically comfortable atmosphere of search." Such an atmosphere in the process of conducting the experiment is created by emphasizing the difficulty of the problem being solved, reducing anxiety due to the possibility of failure, hints at the high status of evaluating the success of solving the problem, the desire to create an attitude to receive the correct answer, by all means, encourages the subjects to move to a productive personal position.

Five conditions for the activity of achievements are distinguished in the works of H. Heckhausen. "The activity should leave behind a tangible result, which should be assessed qualitatively or quantitatively, and the requirements for the assessed activity should be neither too low nor too high, ie. so that the activity could be crowned, but could not be crowned with success and, at least, could not be realized without a certain expenditure of time and effort. To assess the performance results, there must be a certain comparative scale and within this scale a certain normative level is considered mandatory. Finally, the activity must be desirable for the subject and its results must be obtained by him himself"[3].

Heckhausen also showed the importance of such a condition in enhancing the motivation for achievement, as the creation of the following evaluative cliché: "You can do better if ... you show more effort." In the assessment procedure, students were disaccustomed to ascribing failures to their poorly developed abilities, starting to attribute successes and failures to effort.

D. McClelland, analyzing the conditions for the formation of achievement motivation, combines the main shaping influences into four groups: the formation of the achievement syndrome, introspection, the development of optimal goal-setting tactics, interpersonal support. In the chain of conditions for achieving the goal, according to I.P.



Kaloshina, each subsequent component is a necessary condition that complements the system of conditions, up to the necessary and sufficient .. We fully share this point of view.

Essential for our study is B.I. Dodonov, four structural components of motivation: pleasure from the activity itself, the significance of the immediate result for the individual, the motivating force of reward for the activity, and the pressure of cash.

Cognitive needs, with the correct organization of the educational process, develop into cognitive interests - this is the main motivating factor in learning. Cognitive interest is a form of manifestation of a cognitive need, which ensures the orientation of the individual towards understanding the goals of Activity and thereby contributes to orientation, acquaintance with new facts, a deeper and more complete reflection of reality. Cognitive interest determines the search character of any type of activity, that is, it underlies the development of the student's creative activity at the university.

It is important to note the presence of interconnections between motives and emotions. L.I. Bozovic emphasizes that in those cases when the goals (or the adopted intentions) are carried out in a purely rational way, that is, in this process there is no counter affect with the intellect, then the corresponding functional neoplasms do not arise and the incentive force of consciousness is not realized.

Based on the analysis of the literature on the problem, observations of students, we consider it reasonable to include the formation of internal, cognitive motives, as a condition that ensures the formation of the creative orientation of training students of a higher educational institution of culture. Thus, the primary task is to identify and educate students, internal, cognitive motives that would reflect the personal meaning of learning, would be effective, conscious, would affect all types of student activities.

The interests of students are diverse in content (to the subject taught, to technology), in terms of stability, breadth of influence on activities. For the purposes of our research, the most important is the manifestation of professional cognitive interest - scientific and pedagogical interest, which is a pronounced orientation of the individual towards professional activity, which is based on research thinking, manifestation of volitional efforts, readiness for long-term intense work associated with independent actions when solving educational tasks.

Analysis of needs, motives, interests determines why this or that person is engaged in some kind of activity. But what exactly this activity will be, what a person will do - this characterizes his goals. In a specific activity, the system of motives "closes in" on

a specific goal, mediated by interest, which forms the content of this activity.

Depending on the goal, interest can be characterized by content, breadth, depth of stability, effectiveness. Further detailing leads to the allocation of a wide educational interest (changing the hierarchy of goals and objectives, their implementation); effective interest; content-procedural interest.

With a content-procedural interest, particular importance belongs to the desire of students to transform and improve cognitive activity, actively transform the material of educational subjects, to search and compare various ways of solving problems, to ways of actively transforming their own educational activities.

An important factor stimulating the scientific and pedagogical interest of students is the student's right to personal self-organization of education in accordance with their goals. It is necessary that each student clearly understand the purpose of the activity, the need and role of the methods and techniques of creative activity that are required to be obtained.

One of the conditions contributing to the formation of the creative orientation of students of musical specialties of the university of culture is also a favorable emotional atmosphere in the student collective, the mood for creative study and the introduction of innovations associated with increasing the creative abilities of the individual. Therefore, the teacher, before starting work, needs to identify the emotional mood of the student group. To do this, you can use the existing psychological methods (self-assessment of the emotional state, Luscher color test), as well as observations, conversations, questioning of students. Based on the results obtained, it is necessary to build a system of influences that create the most favorable atmosphere for students' activities by maintaining interest. The creation of a positive atmosphere in the learning process is also facilitated by situations of amusement, focus on creative activity, the use of various types of stimulation of interest in the learning process.

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