

Effective Pedagogical Aspects of the Development of Creative Qualities in Students

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Abstract: The current state of society requires students at educational institutions of any level and direction not only to master knowledge and skills that will be useful in their future professions but also have the ability to conduct an active dialogue with colleagues and management, the ability to clearly and persuasively express their point of view, and the ability to be mobile, active, and creative. This study aims to discuss the effective pedagogical approach on creativity of the students. The taken results of this observation contribute to the manifestation of the future specialist's self-development, self-realization, and the embodiment of his or her own ideas, which are aimed at originality. The student's creative abilities develop in all types of activities that are important for every student. The activation of student creativity is designed not only to awaken and maintain interest in various disciplines and modules, but also, most importantly, to help students realize the need to actualize their own creative abilities in educational and professional activities, ultimately leading to the formation of a graduate specialist competitive on the global education system.

Index Terms: Quality of education, pedagogic skill, creative activity, creative qualities.

1. Introduction

Sociocultural and socioeconomic changes in the Republic of Uzbekistan have caused pedagogical science and practice to address the development of creative abilities in the professional training of a future specialist. In a rapidly changing reality, society needs people who are able not only to coexist with the environment but also to creatively realize themselves in it. Modern society needs a specialist who can see and creatively solve emerging problems. If intellectual potential acts as a opportunity to conduct fulfilling activity in a specific social and physical environment and adapts it in the best way to the existing conditions, then creative potential acts as a prerequisite for human self-development. The realization of intellectual potential allows a person to adapt to the world around him or her, and the realization of creative potential allows a person to adapt the world around him or her to their needs.

In this regard, the president of Uzbekistan Sh. Mirziyoyev explains the position of today's youth in the development of our state in the following words: "We have started to create the third foundation for a renaissance in our native land. We consider family, preschool education, school and higher education, as well as scientific and cultural landmarks, as the most important parts of the future renaissance. That is why we are carrying out radical reforms in these same areas. I am sure that the youth who will benefit from our self-sacrifice and patriotism, like you, will actively participate in the creation of a new foundation for the development of our country and make a worthy contribution" [1].

The main indicators of the quality of training specialists are currently sufficient professionalism, creative thinking and the ability to self-educate [2]. To make a specialist who is competitive in the market of real production, has skills and knowledge in his or her specialty, and has practical, even if minimal, experience, training involves the use of pedagogical methods that contribute to the development of creative activity in students [3].

Creative activity is understood as the ability to realize one's own creative efforts in educational and professional activities in accordance with individual interests and goals. The indicators of a student's creative activity can be considered novelty, originality, detachment from the template, breaking traditions, surprise, expediency, value, and transfer of knowledge from one subject area to another or to the sphere of professional competencies. Creative activity is an inexhaustible reserve for the professional growth and personal development of a person. The main goal of the development of creative activity of students is the education of a truly creative free personality. To achieve this goal, it is necessary to help students to solve the following tasks:

- to think independently, and to acquire and apply knowledge;
- to develop reflective, explorative and creative activities;
- to foster interest in participating in creative activities;

- to form a professional outlook and a creative approach to their professional activities. The modern orientation of education towards the formation of competencies presupposes the creation of pedagogical and psychological conditions in which a student can show not only intellectual activity but also a personal social position. The educational environment should satisfy a student's need for self-expression as a learned person and as a professional.

Teachers create the following conditions that promote the development of creative activity:

1. The organization of active activity for all students in the classroom (the use of pedagogical techniques, interactive technologies and active forms of organization in the educational process);
2. The inclusion of creative tasks of a research nature in a professional orientation in extracurricular independent work;
3. The use of modern teaching tools;
4. The inclusion of students in the system of professional competitive events of various levels, from the level of the technical school to the international level.

The American psychologist Guilford believed that his "creativity" is associated with the dominance of four specific traits [4, 5]. According to the Guilford the followings are main indicators:

- 1) The originality of the formulated ideas, and a pronounced desire for intellectual novelty;
- 2) The ability to see an object from a new angle and expand its functional application in practice;
- 3) The ability to change the perception of an object to see its new sides;
- 4) The ability to produce a variety of ideas in an uncertain situation.

It is important to indicate that further studies have shown an important aspects and features of the creativity. Also, it is noticeable to indicate that creativity is connected with the self-development, self-realization and embodiment of their own ideas. In addition, other scientists state that the process of cognition involves the development of mental reproductive and productive activity [6, 7]. For instance, Polonsky pointed that creative thinking is the ability of a person to form new, productive ideas to obtain original and purposeful results in the relevant subject area [8]. Despite this, the problem of effective pedagogical aspects to develop of creative properties in students is remains as scientific issue. This issue is not problem only in a particular country, but also it is a problematic issue in whole world education system. In this case, majority of the scientists, teachers and personnel who works at the education system are giving their focus to improve the creativity of the students. Thus, the following title of this paper is considered as more important aspect that is waiting its scientific approach.

According to Goldentricht the creativity is philosophical issue that can be explained with the philosophy [9]. According to the Goldentricht, creativity and activity of the students directly connected with the philosophical outlook. Our previously studies show that creativity is connected with the other sides of the students' moral and psychological health. The organization of problem-based learning is possible only when studying educational material that requires creative processing of information [10]. Problem-based learning is associated with the concepts of a problem situation: a problem, issue, question, and a hypothesis. A problematic situation is a situation created by a contradiction that does not have an unambiguous solution. Resolving the problem involves the search for a new technique or a means of activity. At the same time, it significantly stimulates the development of the creative abilities of the individual.

Interestingly, it is proposed by the researchers the classification of ways to create problematic situations based on the nature of the contradiction that arises in the process of teaching [11, 12]. It takes into account the following: the collision of students with phenomena and facts that require a theoretical explanation; the educational use of life situations that arise when students perform practical tasks; the formulation of educational tasks to explain the phenomenon or find ways to apply it in practice; encouraging students to analyse the facts and phenomena of reality; the creation of hypotheses, conclusions and their experimental verification; the encouragement of students to compare and contrast facts, phenomena, rules, and actions, especially those which raise cognitive difficulties; the encouragement of students to make preliminary generalizations about new facts; and familiarization with facts that seem to be inexplicable and have led to the formulation of a scientific theory in the history of science.

Many scientists prove that past experience and previous knowledge are important for creativity. Only some define creativity as "the ability to think in an unexplored area without being limited by past experience". It is noted by the authors that students' creativity is connected with the psychological aspects like motivation, mood, character and others [13].

In summary, there is a reason to focus on the following understanding of "creativity". Creativity is one of the main types of human activity that accumulates objective (social and material) and subjective personal (knowledge, experience, and motivation) conditions, the result of which is new, original knowledge with personal and/or social significance and general progressiveness. Its content is directed towards the resolution of an objectively existing cognitive contradiction.

Creativity is specific to a person; that is, it always presupposes a creator - the subject of creative activity. It is impossible to consider creative potential abstracted from its carrier - the human personality.

Thus, a creative personality can be defined as a type of personality characterized by a stable, systematic focus on creativity, as well as motivational and creative activity manifested in organic unity with a high level of creative abilities. The latter allows the individual to achieve progressive, socially and personally significant creative results in one or more activities. In this context, the concept of creativity and creative potential are revealed over a wide range of the psychological literature. To find an answer to the question of how to develop creative potential, the logic of the problem under consideration requires an appeal to the pedagogy of creativity.

Literature search and analysis showed that there are different approaches and findings about the developing creativity of students. While, the lack of the information and studies that focused to investigate the effective approaches on creativity of students is encourages us to investigate this topic. For this, the aim of this work is to discuss the effective pedagogical aspects to develop creative quality students.

2. Methods

2.1. Literature Search

The specific literature search was carried out using the words "creativity", "creative qualities" and "developing creative qualities". The scientific databases "Science Direct, Google Scholar, PubMed were used for searching the literature.

2.2. Opinions' Learning

The special questionnaire was completed by the University professors who works at the Department of the Education. Overall, there were participated 12 teachers with scientific degree in this study. For justifying the importance and significance of this work, the participants asked to react their opinions. Opinions and thoughts of the participants then summarized. If the taken information and opinions are suitable for studying as research paper, there was decided to continue the analysis.

3. Results and Discussion

Active forms of teaching include organization of the educational process that contributes to a diverse (individual, group, collective) study (assimilation) of educational issues (problems) and lively interaction between the students and teacher, including an exchange of views aimed at developing a correct understanding of the educational content and its practical use. For example, students are asked to translate a recipe from non-specialized literature (a magazine or the internet) into a technological map of a dish or to make a specific list of possible dishes according to the proposed ingredients.

The changes currently taking place in public life require the development of new methods of education and pedagogical technologies assisting with individual personal development, creative initiative, the skills to independently advance in information fields, and the formation of students' universal ability to set and solve tasks related to emerging problems, including in professional activity and self-determination in everyday life. A graduate of a modern higher educational institution must have certain personal skills:

- the ability to flexibly adapt to changing life situations and to independently acquire necessary knowledge and skillfully apply it in practice;
- the ability to competently work with and analyze information, make the necessary generalizations and conclusions, and establish patterns;
- the ability to independently think critically, to see emerging problems, to put forward new ideas, and think creatively;
- the ability to independently work on the development of their own morality, intelligence, and cultural level;
- the ability to be sociable, to have contact with various social groups, to work together in different areas, and to easily resolve any conflicts.

Thus, the main direction of the development of the education system is in solving the problem of personality-oriented education in which the student's personality and cognitive or creative activity would be leading. In this regard,

each student should be involved not in the process of passive knowledge acquisition but in the active cognitive reflection of his or her practical application of this knowledge and a clear conception of how it can be applied. This is an opportunity to work together in cooperation solving various problems. This form of education requires free access to necessary information and the possibility of comprehensive research and inquiry.

The main task of a higher educational institution is to ensure the development of the personality of a future specialist. The main point here is that the future specialist in professional training must independently realize his or her capabilities through creative activity. Unlike traditional education, creative activity is not aimed at mastering universally acknowledged facts. It contributes to the manifestation of the future specialist's self-realization and the embodiment of his or her own ideas, which are aimed at innovation. In creative activity, search tasks requiring creativity are solved to develop the student's abilities.

Therefore, if the goal of education is to form the ability to learn, then within the framework of creative activity, the goal is to form the general ability to search and find new solutions, devise unusual ways to achieve the desired result, and create new approaches to the consideration of the proposed situation. The main goal of the development of creative abilities is the education of a truly creative free personality. To achieve this goal, I have identified the following tasks:

- to form students' ability to think independently and acquire and apply knowledge;
- to develop intellectual, reflective and creative activities;
- to find nonstandard solutions to any problems that arise;
- to foster interest in participating in creative activities.

The process of developing creative abilities is based on the following:

- the formation of students' academic success and their intellectual and moral development using nonstandard lessons, forms, methods and techniques;
- the introduction of alternative forms and methods of educational activities;
- the creation of conditions for the manifestation of creativity in the classroom, regardless of students' personal qualities;
- constant maintenance of the student's desire for independent creative activity.

One of the ways to develop general competencies is through business games. In technical schools, there is a practice of generalizing classes in the form of a game. Research shows that preparation for final classes for students is always associated with psychological discomfort. The game creates an atmosphere of healthy competition, forcing the student not just to mechanically recall facts but to mobilize all his knowledge in the activities of thinking, selecting appropriate answers, discarding superfluous information, comparing, and evaluating. The process should be organized in such a way that each student strives to solve educational tasks on their own, and is still able to work in groups. An effective form of organizing a modern industrial training lesson is a master class. The teachers in the trade departments at technical schools have developed a system of conducting lessons in the form of a master class. It is this form of lesson organization that has great potential for the development of student creative activity. For example, the lessons of industrial training PM.01, "Sale of nonfood products", and the topics "Packaging of goods" and "Sale of haberdashery goods", are traditionally conducted by masters of industrial training in the form of master classes titled "Designer and gift packaging" and "The magic of the scarf". Within the framework of these master classes, teachers not only demonstrate exclusive labour design techniques and organize students' activities for their assignment, but also, at the stage of evaluating the results of independent work in the classroom, introduce the criterion of "Originality of performance (nonstandard, creative approach to the task)". This undoubtedly motivates students to show their creative potential. Independent work is one of the most important components of the educational process during which skills, abilities and knowledge are formed, and it is anticipated that graduates of this program are provided with techniques to assimilate cognitive activities, interest in creative work and, ultimately, the ability to solve professional problems. Creative-level training tasks are aimed at solving problems in tasks or large-scale production situations.

The problems of teaching creativity have been widely discussed in modern pedagogy. Recently, researchers have been searching for an integral indicator that characterizes a creative personality [14]. The data of scientific studies suggest that empirical research is valuable only if it is aimed at improving the educational environment in which the student is formed by contributing to public practice, and creating pedagogical conditions conducive to the development of creativity. Developing students' creative abilities makes it possible to discern individual talents and abilities in time to pay attention to them and understand that these abilities need support and development. The higher the level of creative development of a student, the higher his or her efficiency.

The system of professional training for the development of students' creative abilities orients them to show interest in independent intellectual activity, to recognize the need for their own research into processes and phenomena, to express desire to prove the tasks being solved, to show perseverance in achieving intellectual skills, and to display the need for active creative expression. A well-organized and systematized study into student productivity is of great importance for the development of students' creative abilities.

Research activities are an opportunity for students to solve research problems that are personally significant and at the same time contribute to the formation of new knowledge. For a student to actively develop his or her creative

abilities, he or she certainly needs the help of a teacher who will notice the creative individuality of the student and allow him or her to open up in a variety of activities. I develop opportunities for students to do research activities both in the classroom and in extracurricular activities. The main classroom research activity is the independent task of the students to solve the problems the student identifies in the lesson. In addition to classes, students can conduct research work, which consists of independent research tasks in various subjects.

The accumulation of experience of independent creative activity by each student involves the active use of collective, individual and group forms of work at various stages of performing creative tasks. The individual form allows the student to activate personal experience and develop the ability to independently identify a specific task to solve. The group form develops the ability to coordinate one's point of view with the opinion of friends and the ability to listen to and analyse the search directions offered by the group members. The collective form allows the student to determine different points of view on the solution of a creative task.

When selecting questions and tasks, a differentiated approach is implemented: the degree of complexity of tasks increases from control questions that require the simple reproduction of certain known information to tasks that require establishing interdisciplinary connections, or tasks that require the ability to compare, classify, analyse and generalize. The use of didactic manuals in teaching gives the following results:

- improves the quality of education;
- increases the efficiency of the educational process based on its individualization;
- makes it possible to implement promising teaching methods;
- provides verification of the level of mastery of the content of each topic of the subject.

4. Conclusion

This study focused to discuss the effective pedagogical aspects of the creative quality of the students. Our observations and analysis showed that improving of creative quality is one of the most important aspect in the education system. This study also confirmed that the effectiveness of the work carried out is largely determined by the nature of the relationships between students and between students and the teacher.

Based our observations and analysis, we consider that the student's creative abilities develop in all types of activities that are important for every student. Regarding to our study, we recommend the following conditions as practical recommendations and conclusions:

- encourage the interest in performing creative tasks;
- implementation of creative tasks as an essential component of not only classroom, study but also extracurricular activities;
- creative work unfolds in the interaction of students with each other, and is enacted in real life depending on specific conditions in game and event situations.

Thus, the necessary conditions for the development of creative activity are as follows:

- improving educational content;
- increasing the level of pedagogical organization;
- introducing effective forms and methods of training;
- widely applying modern teaching tools;
- introducing competitive movement among the students (subject Olympiads and competitions for professional skills).

The activation of student creativity is designed not only to awaken and maintain interest in various disciplines and modules, but also, most importantly, to help students realize the need to actualize their own creative abilities in educational and professional activities, ultimately leading to the formation of a graduate specialist competitive on the global education system.

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