

Effective Methods of Developing Student's Creativity

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Abstract. Methods and the correct choice of methods play an important role in the effective organization of an individual's activities. Correctly selected methods in their didactic capabilities guarantee the expected results in developing creative abilities of students in higher educational institutions. Therefore, the choice of methods that are effective for developing creative abilities of students is one of the important educational tasks. Theoretical and practical study of the problem showed that the methods of developing creative abilities of students can be divided into two groups. The article is about this group of methods and their didactic capabilities in developing creative abilities of students.

Key words: creativity, creative abilities, development creativity, methods, teaching methods, methods for creating creative ideas, interactive methods.

Introduction

It is natural that intercultural relations between different nations and people create the need to have a certain language of communication. Taking into account this need, in the second half of the last century, the United Nations identified international languages used in the process of establishing cultural relations between nations and people. There are six languages with international status: Russian (February 1946), English (February 1946), French (February 1946), Spanish (February 1946), Chinese (February 1946) and Arabic (January 1974) languages. These languages are working languages in the conduct of BTM activities.

In the current context of globalization, there is a growing interest in learning not only international languages, but also other foreign languages. This is due to migration, the need for labor resources, access to comfortable jobs, and in most cases, high wages for labor activities.

The main results and findings

Communication between nations and people also ensures the promotion of national culture, history and traditions. After all, through communication, information about the national history, culture and development traditions of a particular nation is transmitted. Accordingly, the interaction between nations is a "reliable bridge" in relations - foreign languages. At the same time, "foreign languages are not only a part of the culture of a

particular nation, but also a guarantee of success that ensures the future career of students” [4, 3].

Educational institutions, training courses, national and cultural centers have a special place in the study of foreign languages in Uzbekistan. The role of the university and the educational process organized in it is invaluable in the development of students as language specialists. In many universities of the country, although they do not specialize in language, at the faculty level, as well as in all faculties of universities, foreign languages are taught. According to I.F. Musaelyan, this is aimed at "preparing students for real cultural communication in various areas of communication and the formation of communicative competencies below V1" [8, 74].

Strong competition in all spheres of material and intangible production requires a qualified, creative thinking specialist. Therefore, it is necessary to expand the scope of the goal of teaching foreign languages, supplementing the opinion of I.F. Musaelyan. Now in the educational process to prepare students for real cultural communication in various areas of communication; formation of communicative competencies in them below V1; it is advisable to develop students' creative abilities.

In order to achieve this goal, it is important to properly organize the educational process, the correct choice of teaching methods. "In teaching foreign languages, it is important for teachers to know new methods, special teaching techniques and methods that correspond to the level of knowledge, needs and interests of students, so that they can choose the right method of teaching" [4, 4].

It should be noted that most of them are young and experienced few teachers use the concept of "method" or vice versa. In fact, concepts are considered independent pedagogical categories. Methods and techniques are used in both teaching and learning. If these concepts are used in the educational process, they are called the method of teaching, if they are used in the process of education, they are called the method of education.

In the sources, the concept of "method" (from the ancient Greek term "metá- + hodós" - "méthodos" - a way of research or knowledge, method) is lexically defined as a certain way, order, systematic action chosen to achieve a particular goal"[9, 130]. The concept of "method" means "an action or a system of actions used to do something, to do something" [13]. This is where the situation that causes many to err is highlighted. That is, the method is both a "systematic action" and the method is a "system of actions". In my opinion, it is expedient to clarify this aspect in the explanations of both concepts in order to avoid misunderstandings.

In my opinion, the term "system of actions" should not be used in the definition of "method". This is because the method represents an exact action and is applied in the short term, at some point. For example, in the application of the story method in the educational process, it is necessary to express the lexical meaning of a particular word. Then, using the method of interpretation, the lexical meaning of the word is revealed. The method is applied for a longer period of time required to achieve the stated goal, for example, the debate method is used for a quarter, half, or even one or more periods. Or the exercise method involves a considerable amount of time, depending on the complexity of the given learning task. Hence, the concept of "method" can be interpreted as follows: a method is the only action applied in the process of activity, which occurs in a short time, at some point.

In the process of training, it is usually necessary to use one or another method in the process of using a particular method. The concept of "method" can be interpreted in this context as follows: method (ancient Greek "metá- + hodós" formed from a combination of terms "méthodos" - a way of research or knowledge, method) - a path to a specific goal; a regulated, structured activity that ensures the achievement of a goal.

The aim of the research was to identify effective methods for developing students' creative abilities in the process of teaching English. Since the main seed is given to the teaching process, it is necessary to choose educational methods, ie teaching methods. Therefore, it is appropriate to define the concept of "teaching method".

Teaching method - a path that leads to a defined educational goal; a regulated, structured activity that ensures the achievement of an educational goal. Teaching methods used in educational practice are divided into the following groups based on their nature [9, 180]:

I. From the point of view of activity: 1. Methods of organization and implementation of educational activities. 2. Methods of stimulating and motivating learning activities. 3. Methods of control and self-control.

II. According to the form of transmission of knowledge to the student: 1. Methods of oral presentation. 2. Demonstration methods. 3. Practical methods.

The research conducted by S.L. Bukovsky studied the methods and technologies of achieving a creative nature of education in universities that do not specialize in language teaching. In the process of conducting the research, the author focuses on the pedagogical approach to the concepts of creative method and creative technology. The author's efforts in this regard served to enrich the pedagogical categories. It should be noted that in our opinion, it is not appropriate to describe the concepts of creative method and creative technology as a separate category. Consequently, creative ability cannot be developed using a single method, technique, or technology. A person's creative ability is developed using a variety of pedagogical methods (including education and upbringing) and technologies.

S.L. Bukovsky explains the relevant concepts as follows:

The creative method (or the method of the creative method) is the extraordinary action of the teacher within the application of the creative method in accordance with the content of education aimed at solving specific tasks at a certain stage of the foreign language teaching process [2, 137].

In addition to the author's opinion, we would suggest a minor change to the commentary, that is, it would be correct to use the phrase "specific tasks" in the definition as "specific tasks". So far, the method is used to solve a specific task (perform an action).

Creative method (or creative method of teaching) is a system of principles and methods of creative teaching of foreign languages used to develop creative thinking as a basic concept (content of concepts) of the formation of communicative competence in teaching [2, 137-138].

In our view, two major goals are expressed on the basis of the interpretation given to the concept. In theoretical terms, the method must be clear, that is, there must be a way to achieve a single goal. Accordingly, it would be appropriate to redefine S.L. Bukovsky's definition of the concept of "method" as follows: creative method (or creative method of

teaching) - a way chosen to develop creative thinking, which is one of the important qualities of communicative competence in the individual; regulated, structured activities.

Creative technology - in foreign language classes is a set of methodical methods consciously used by the teacher, aimed at the development of creative thinking as a means of forming communicative competence [2, 138].

In my opinion, the definition of the concept of "creative technology" by S.L. Bukovsky should be completely changed. Indeed, according to the content of the commentary given by the author, it represents the concept of a method of a creative nature. It is correct to express the concept as follows: creative technology is a step-by-step process of implementation of regulated, systematized activities in order to develop creative thinking, which is one of the important qualities of communicative competence in the individual.

Based on the views on the theoretical definition of the concept of "method", we can talk about methods that serve to develop students' creative abilities in teaching English and are effective in this regard.

Theoretical and practical study of the problem has shown that the methods used in developing students' creative abilities can be divided into two groups. They are:

I. Special methods. They directly encourage students to think creatively, non-standard thinking in the way of finding original solutions to a problem, even if there is the simplest way to find a solution, it encourages them to solve it through complex methods.

These types of methods include:

1. The method of "random associations". Its purpose is to develop the quality of creativity by advancing an idea with a logical meaning in the presence of two or three words randomly selected in a person, or by expressing a complete idea.

Application of the method is carried out in the following order: voluntarily select a book (work of art, special literature, scientific or popular scientific journal); an optional page of the selected book (work of art, special literature, scientific or popular scientific journal) is opened and closed; when the page of a book (work of art, special literature, scientific or popular scientific journal) is opened, the index finger is placed at any point of the page with the eyes closed; the word under the index finger is written on a piece of paper or a blackboard; by agreement of the teacher and students, the book (work of art, special literature, scientific or popular scientific journal) is repeated several times at random, and the next word order is formed in the previous order; the story is constructed using original ideas, unexpected analogies, and metaphors in the presence of words in the formed structure [6].

2. Edward de Bono's "Six-Colored Cap" method. This method serves to develop students' creative ability based on expressing original ideas in multiple attempts at a topic. Students should be able to perform one thinking movement in each attempt based on the conditions set according to the color of the cap.

The color of the caps means:

1. A white hat requires a clear, concise, concise statement of thought based on evidence and numbers.

2. Red cap requires an emotional approach to solving the problem, sensitivity to the development of reality, reliance on intuition for the duration of actions.

3. The black cap implies the need to be careful in expressing an opinion, to ensure that the evidence is true, to keep in mind that the reasoning must be reasonable.

4. Yellow cap means the need to look for effective solutions to the problem, to see the results, to assess its importance.

5. The green cap indicates the need for creative research, consideration of various proposals, promotion of new ideas and search for alternatives.

6. The blue cap requires the analysis of ideas, the generalization of ideas by controlling the thought process, the final decision.

Note: Thinking caps can be used in two ways: optional (2 caps) and sequential (all caps in turn) [3, 79].

3. Brian Eno and Peter Schmidt's "Indirect Strategies" method. The purpose of this method is to develop students' creativity by encouraging them to seek, justify and advance new ideas based on a set of cards with different tasks (commands).

The method is used in the following order: the student chooses one of the cards; get acquainted with the task indicated in it; performs a specific action depending on the content of the task.

Note: on the card "Find a solution in three ways!", "Enrich my solution with new ideas!" such assignments may be described [6].

4. Charles Whiting's "Focal Objects" method. This method aims to develop students' creativity by encouraging them to reflect the characteristics of different objects in a single subject [6]. According to the lexical content, the concept of "focal" ("focal" - means "core", "source", "furnace").

The author himself uses the following example to explain the idea of the method: a simple candle and the concept of "New Year" is accepted. Usually the concept of "new year" is associated with Bengal fires. This symbol (Bengal flame) is reminiscent of a candle. If the Bengal flame is wiped with detergent and wax is added to it, a very small sparkling "New Year's" candle is formed inside [6].

5. Alice Paul Torrens' Incomplete Drawings test [11; 12]. The goal is to develop creative thinking in every person, regardless of age.

This test consists of three tasks. The procedure for using the test is as follows:

- Respondents are asked to draw a picture based on a colored ovoid shape, the shape and size of which is equal to an ordinary egg (Task 1);

- The respondent-students are given the task to complete the drawings based on the following 10 incomplete forms, consisting of barcodes, basic figures (Task 2);

- Respondents-students are given the following 30 pairs of parallel vertical lines as a reference material and are asked to describe the associated idea on the basis of repeated lines (pairs of lines) on the basis of a picture (Task 3).

II. Interactive methods. With their help, students work in small and large groups, in pairs; The organization of educational activities in this form serves to harmonize the individual creative abilities of each student with the creative thinking capabilities of his teammates or "pair".

Among these methods, the following methods can be listed:

1. The method of "mental attack". This method encourages students to think broadly and comprehensively about the topic, to develop the ability to positively use their imagination, ideas, skills. In the lessons organized with its help, it is possible to find some

original (unique) solutions to voluntary problems. The method allows to identify certain views within the topic, to select alternative ideas for them [3, 12].

2. The method of "Synergetic Laboratory". Presented by the researcher T. Aliboev as a scientific development, this method aims to develop the ability of students to apply the existing knowledge in practice, mastering the basics of the subject, to promote creative ideas based on them. In the process of using the method, students attached to a small group or pair prepare a product of a creative nature based on the acquired theoretical knowledge on a particular chapter, section or topic of the relevant subject [1, 129-130].

3. Fritz Zwicky's "Morphological box" method. This method also serves to develop students' ability to systematize ideas on a problem and generate many new ideas [10].

4. Tony Buzen's "Mental Map" (or "Map of Perception") method. Founded in 1974, this method serves to develop students' ability to systematize basic concepts on a relevant topic and group them according to specific characteristics, essence. At first glance, this method is similar to the cluster graphic organizer. However, the most important difference between them is the clusters or line lines of the basic concepts ("branches"; which determine the direction of the map lines).

"Drawing" a "mental map" ("map of perception") allows the emergence of new associations, and the resulting general image helps to remember for a long time the concepts that represent the essence of the problem [6].

5. Method of expert evaluation. This method helps students to develop writing skills based on different situations. Students are given a few minutes to work with the method. For example, students write a small text of 3-5 sentences on a piece of paper related to the topic (the topic being studied, a summary of the text). The text can be an annotation written on an article prepared in the specialty according to its size.

After completing the task, the student reads the text to his / her classmates and passes it to the "neighbor" student sitting next to him / her. During text transmission, it is asked to make two changes to the text. The "neighboring" student can correct mistakes in the text, write synonyms instead of some words. However, it should definitely add one more thought. It should be noted that changes made by a "neighboring" student are not always "good."

When a "neighboring" student makes changes to the text, he / she passes it on to the next student. In this way, all students exchange the text with each other several times, putting forward new suggestions, provided that they do not repeat the changes made by their groupmates.

The text is then returned to the "author," who carefully examines the proposed changes and decides whether or not to agree with the group members. This is followed by a discussion of changes that have been accepted and ignored, ideas that have encouraged the author to create new ideas. With this type of learning activity, students understand that opinions on a particular issue are expressed differently and that any opinion can be correct. Each student also understands that the group helps the "author" to make the text more accurate [7].

In the course of the research, it was found that these methods are effective in developing students' creative abilities.

Conclusion

Thus, methods and their proper selection are important in the effective organization of individual activities. Properly selected methods according to the didactic potential also guarantee the expected result in the development of creative abilities of students in higher education. Therefore, the choice of methods that are effective in developing students' creative abilities is one of the important educational tasks. The methods used to develop students' creativity are divided into two groups: special methods and interactive methods. The group of special methods includes "Random Associations", Edward de Bono's "Six Colored Caps", Brian Eno's and Peter Schmidt's "Indirect Strategies", Charles Whiting's "Focal Objects", and Alice Paul Torrens's "Incomplete Pictures" test. "Mental Attack", "Synergetic Laboratory" proposed by T.Ch. assessment" methods. In the course of the research, it was found that these methods have a high didactic potential for the development of students' creative abilities.

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