

THE ROLE OF CREATIVITY AND THINKING IN PERSONAL DEVELOPMENT

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Abstract

The role of free thinking, creativity and thinking in human life is incomparable. Teaching the mother tongue is important in educating students in the spirit of creativity. In this article, information about thinking, creativity, free thinking, and issues of improving students' thinking and creativity in the process of mother tongue education are covered.

Keywords: creativity, thinking, independent thinking, scientific creativity, artistic creativity, personality development, educational tasks, compound sentence, text, educational goal, speech activity, communication, competence, competence of independent and creative thinking, competence.

INTRODUCTION

Education has always reflected the interests of the state policy and social system. The goal set for each state and society is realized through education. Traditional education is based on raising children with the same mindset, but thanks to the reforms in the field of education, the main goal was to raise children who have their own independent thoughts, who act in harmony with their professional and national interests.

Cultivating creativity in a person has political, socio-economic and methodical aspects. Its social importance is that an independent thinker does not blindly follow someone else's opinion, he thinks independently on each issue and makes judgments and conclusions. The socio-economic importance of creativity is manifested in the fact that the student engages in the thinking process, puts every studied language phenomenon through the "mind's wheel", and brings great economic benefit to the society.

Creativity has been of interest to thinkers since ancient times. Commenting on creativity, the encyclopedist Farabi says: "...it is such a quality that a person must use all other qualities to acquire it".[1]

By the way, creative discoveries are related to the intellectual talent of a person? This feature is common to the author of the work of art, to the scientist making discoveries, and to the reader. But the creativity of a writer, poet or scientist cannot be equated with the creativity of a student. The first makes discoveries, the second acquires knowledge known in science, but unknown to him, through independent thinking. In this, the student relies on his previous knowledge, searches for the unknown and makes appropriate judgments and conclusions.

Creativity can be conditionally divided into two groups:

- a) scientific creativity;
- b) artistic creativity.

Both scientific creativity and artistic creativity have their own characteristics. In some individuals, both scientific creativity and artistic creativity are equally developed.

The student's scientific creativity is the judgments and conclusions he draws as a result of his study of language phenomena, in the creation of scientific texts (for example, "Why is the participle central?" it is manifested in his sensitive perception of events and his artistic taste. Therefore, creativity is important for personal development.

According to psychologist-scientist Ergash Ghaziev, when students reach the age of 11-14, that is, during adolescence, analytical-synthetic activity begins to develop rapidly. Therefore, their ability to explain cause and effect and independent thinking is strengthened. The student will be able to distinguish the important features of the studied material and make generalizations.[2] So, the first sign of creativity is the ability to think creatively.

Another sign of creativity is the novelty of the product. During the course of the lesson, the student may take a path that the teacher did not expect, create a new creative product by accident, which he did not even plan in advance. A new product is more of a "Why?" it is manifested in finding an answer to the problematic question, creating different texts on the same topic.

In recent years, attention has been paid to effective use of re-memorization, partial research and creative types of tasks in the work of native language teachers. But there must be a balance between these educational tasks. If the mother tongue lessons consist only of learning tasks of the character of re-memorization, there is no need for creative research. If it is based on educational tasks, more creativity, understanding the educational material will be more complicated. Because it is impossible to create and create without restoring acquired interrelated knowledge in memory.

Creative thinking is formed primarily through educational tasks. Therefore, in school textbooks, much attention is paid to the nature of educational tasks. It should be noted that most of the educational tasks used in mother tongue classes are partially creative or creative tasks. For example, in the process of learning the types of compound sentences, creating compound sentences from given pairs of simple sentences, continuing compound sentences with the given starting part, creating a text on a certain topic based on compound sentences, using a text with simple sentences creative-practical tasks such as converting a text into a compound sentence, converting a text with a compound sentence into a simple sentence text are used. Therefore, creativity is important for personal development, and society always needs such people.

Another important sign of creativity is independence. Independent work, firstly, requires skills and abilities, and secondly, it is closely connected with thinking and memory.

"Cognitiveness, verbality, inventiveness, awareness are now considered the main pedagogical and psychological factors of educating a creative person - a creative thinker", it is noted. [3] Scientist A. Jabborov and G. Ne'matova based on this point out that there are four bases for cultivating a creative thinker: a) cognitive, b) verbal, c) discovery, g) consciousness. Cognitivism is derived from the English word cognitive, which means "learned", "learned". At its core is awareness. Verbal is derived from the Latin word *verbite*, which means "word", "oral". This theory relies on communication, exchange of ideas. The relevance of verbalism to mother tongue education is that the content of educational tasks is based on communication. Because speech activity is basically a product of communication and exchange of ideas.

Discovery means acquiring knowledge by using what has been learned in new conditions. Partially creative and creative tasks, which are widely used in the classes of the mother tongue, develop such features as creativity, creativity, inventiveness, discovery in the student. Consciousness means understanding the essence of the language phenomenon being studied, mastering definitions and rules, deep and comprehensive perception of conclusions and generalizations, turning the acquired knowledge into confidence and belief, being able to use the learned knowledge independently in life.

It is known that by the end of the last century, the behavioral approach to education began to be replaced by a cognitive approach. The basis of modern mother tongue education is cognitive.

The introduction of the cognitive approach to the education of the mother tongue, the ways, means and methods of its realization are diverse, and they are as follows:

- in each lesson, the student should create and discover new knowledge with the guidance of the teacher, not repeating the knowledge given and delivered based on the teacher's (textbook) requirements. It is the main factor of cognition;
- in the lesson, the student should not be a passive listener, but a seeker, a comparer, a discoverer. Therefore, every word, opinion, judgment, and statement that comes out of the student's mouth must be his own. A student's idea does not have to be a breakthrough discovery or a solution to a complicated problem. But simple repetition of the information given by the teacher

is not enough. This method of education serves to educate the student's independence, responsibility, self-awareness, and creativity. In this case, communication in the course of the lesson takes the form of live oral communication between the speaker and the listener, and, moreover, a debate;

- the teacher's guidance to the student's research and thinking should be such that the creative product of the students in the class should be essentially in the same direction, but different in form. Only then, each student will have the opportunity to express himself more brightly, and the spirit of competition will be a priority in every training;

- in the course of the lesson, the student searches, thinks, finds something, comes to a decision based on the teacher's instructions, he should try to justify, prove, and defend his opinion.

Therefore, the cognitive approach to mother tongue education turns the student into a subject of the educational process, an active thinker and a person who makes judgments and conclusions. This, in turn, is a guarantee of thorough mastering of the studied language material and the development of creative thinking in students.

Another condition of creativity is interdiscipline and interdepartmental communication. Teachers pay special attention to interdisciplinary integration. In the process of teaching the mother tongue, such a connection can be divided into two groups, such as the connection of a genetic nature and the connection of a comparative nature.

It is known that there is a rule in philosophy that each general concept is composed of a set of individual, partial concepts. We are based on the same rule when organizing student activities in native language classes. By observing language phenomena divided into specific parts, comparing one of them with another, the student comes to general definitions, rules and conclusions. Philosophy looks at thinking and development in harmony. The great encyclopedic scientists of the East (Umar Khayyam, Abu Rayhan Beruni, Abu Nasr Farabi, Abu Ali Ibn Sina, etc.) believe that development is a product of thinking.

If the language material is acquired by the student through creative thinking, it is considered as knowledge, skills and abilities of practical importance.

It should not be forgotten that the necessary skills such as understanding the nature of language phenomena, identifying similarities and differences between them, using language capabilities in speech activities are realized through creative thinking.

It allows you to study the materials of the native language by connecting them, zooming in, observing, comparing, dividing into groups, summarizing language phenomena. At the same time, it has a positive effect on the deeper study of the essence of language phenomena, on strengthening the skills of using the word properly and correctly in speech.

A student who has learned to make independent rules and definitions by observing new concepts, grouping, comparing, summarizing, relying on the previously learned in the teaching of the mother tongue, works on similar and different phenomena. draws conclusions and judgments with the help of the teacher.

The genetic connection requires connecting the Uzbek language with the history of the Uzbek people. Any change in society is undoubtedly reflected in the language. As a result of these changes, new words appear, some words leave our language. For example, you can come across this word when studying meaning groups of nouns.

The possibilities of connecting mother tongue lessons to the subject of "Geography" are endless. The teacher refers to this subject when working on place names with clear etymology. For example, when working on place names that can be written by addition and separation (such as Upper Chirchik, Tuytepa, Beshrabot, Central Asia, Western Siberia) requires binding with lim (or vice versa).

Therefore, the cognitive approach to mother tongue education makes the student a subject of the educational process, an active thinker and a person making judgments and conclusions. This, in turn, is a guarantee of thorough mastering of the studied language material and the development of creative thinking in students. Also, educating a creative thinker in native language classes is related to the formation of creative features of each student, the use of cognitive-verbal training opportunities, and raising it to the level that corresponds to the educational goal.

It seems that the mother tongue is an extremely decisive factor in the development of independent, creative thinking of our children, in their communication based on creative thought. Therefore, mother tongue education is to educate a creative thinker, to develop the creativity features that exist in every student, to make the student a subject of the educational process, an active thinker and a person who makes judgments and conclusions, able to enter into communication, learn it is a guarantee of thorough mastering of the studied language material and development of creative thinking in students.

Alisher Navoi, the great scholar of the Uzbek people and the East, poet, thinker, public figure, showed the guidelines for spiritual and moral education of young people in his immortal works. Although the poet himself did not serve directly as a schoolmaster or teacher, his service to the education and formation of the spiritual world of kings and the entire nation is incomparable. His

The main content of the wise words, teachings, articles, and narratives in his works is to glorify great qualities such as hard work, politeness, love of beauty, intelligence, learning, love for life, people, and the Motherland. A person who embodies good qualities is a real person.

Navoi compares a person's inner world, feelings, thinking, moral perfection to the sun, star, moon, fruit trees, and beautiful flowers of spiritual beings in the universe.

So, how rich a person's inner world is, how broad his worldview is, how high his knowledge is, his way of thinking will correspond to it. Thinking is the activity of the human mind.

What is the role of thinking in human life? Through thinking, a person can determine how right or wrong the views, concepts, hypotheses, conclusions drawn by mankind, and the decisions made before him are, while studying the secrets of man and the universe. By reasoning, he understands the relations between things and events, their properties, properties, the means that connect or separate them from each other, and their activation.

This fact was expressed by Hazrat Navoi several years ago: "...no matter what you do, our people think together, we know."

Thinking is a comprehensive concept, which is studied on the one hand in philosophy, on the other in logic, and on the other in psychology. Language and thinking are closely related phenomena, so solving language problems affects thinking. The process of using language in speech-thinking and thinking is the only form of the means of mutual exchange of ideas created by society. The mother tongue is the main tool that forms, develops and expresses national thinking. Also, the purpose of mother tongue education is to educate a creative thinker.

Therefore, at each stage of the educational process of language learning, the acquisition of knowledge by students is carried out in a unique way by thinking, imagining and feeling.

In the mother tongue textbooks of general secondary schools, Hazrat Navoi's goodness, correctness, honesty, patriotism, learning science, honest work of a person, acquiring a profession, behavior, love for mother tongue, Many wise sayings and sayings, which are reflected in educational views such as using every word in its place, politeness, sweet speech, and respect for parents, are studied and the essence of various various linguistic analyzes are performed.

To understand and feel Alisher Navoi means to understand and feel the history, culture, language, soul needs, identity of the Uzbek people. His incomparable creativity always gives light to young hearts and brings purification to the soul. Therefore, studying Navoi's work is both a duty and a duty for every Uzbek child.

Also, the principle of achieving the development of students' thinking by teaching the mother tongue, mother tongue classes have good opportunities to develop the logical thinking of students. Thinking is the process of conscious reflection of reality, the highest form of human mental activity. Thought comes into existence through thinking. Thinking activity is manifested in speech. Therefore, the student cannot master oral and written speech without developing his thinking. Thinking is manifested in observation, comparison, analysis, generalization, grouping.

Thinking is a product of independent mental activity. As long as the student does not show independent mental activity in connection with language phenomena, there can be no question of the development of logical thinking. Creative research and creative thinking bring about creative thinking in the student. And creative thinking helps to find out the essence of unknown language phenomena: ensures the accuracy of acquired knowledge: increases interest in educational material. The questions

and assignments given to students are of great importance in the development of students' thinking. The teacher can take the questions and tasks from the textbook or create it himself. The development of thinking is closely connected with the correct use of mental activity methods (observation, comparison, grouping, generalization, etc.). [4]

In order to reach the levels specified in the state educational standards, the student needs to develop basic and private competencies. More precisely, in order for a person to engage in personal, social, economic and professional relationships in his life, to take his place in society, to solve the problems he faces, and most importantly, to be competitive in his field and profession. must also have the necessary basic competencies. The dictionary meaning of the word competence is defined in DTS as follows: "The ability to use existing knowledge, skills and abilities in daily activities".[5] It is defined in the book "Dictionary of Pedagogical Terms" as follows: "Knowledge in this or that field"[6] is given.

A person who is competent in his native language means a literate person who can think independently, has a developed culture of speech and communication. Therefore, the society assigns to Uzbek language education the task of developing independent, creative thinking and communicative literacy. ate.

It is a demand of the times to implement the educational system, which is complex, difficult, full of unexpected situations, but considered a necessary need of the society, in a new way and with a new content, and to achieve educational efficiency through the effective use of innovative pedagogical and information technologies in the course of the lesson. A graduate of an educational institution should enter personal, social, economic and professional relationships in his life, take his place in society, solve the problems he faces, and most importantly, be competitive in his field and profession. the capacity of pedagogic personnel is a decisive factor in providing. Therefore, professional competence is important along with personal maturity to harmonize all the innovations in the society.

In the mother tongue classes, in parallel with the formation of basic competencies in students, subject-related competencies were also formed. In particular, the competence of independent and creative thinking is a ten-step independent, creative thinking exercise of exercises and tasks in the textbook, so that the student acquires the knowledge, skills and qualifications set on the subject, according to the requirements of the main method of mother tongue education. should be performed based on.

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