

## APPEARANCES OF HUMAN CREATIVE KNOWLEDGE

Saidahmatova Sadoqat Usmonjon qizi

Teacher of the Department of Social Sciences of TDPU named after Nizomi

### ABSTRACT

In this article, man's ability to know is not limited, but not all the things and events that he wants to know in each specific historical period, but only knowing what he can know and knowing later what he does not know, that human knowledge has no limit, because the infinity of the macro-micro world is the limit of human knowledge. It is thought that it also shows infinity.

**Keywords:** knowledge, image, object, subject, analysis, intuition, imagination, consciousness, value, society, nationality.

### INTRODUCTION

Knowledge is the process of internalization of the material world in the human mind, more precisely, knowledge is not a simple mechanical reflection, but a reflection of things and events in the objective world in the human brain in the form of generalized, abstracted, scientific concepts. Recognition of the materiality of the world and the inculcation of the laws of its development in the human mind is the basis of the scientific philosophy of the theory of knowledge. The laws of science are nothing but the conclusion of objective processes that occur in nature and society independently of human consciousness. The theory of knowledge of philosophy is mainly based on the following.

- the objective world exists outside of our senses and imaginations, the objective world is the source of human senses and imaginations;
- a person can know the world and the laws of its development. A person perceives the content of the world independent of him in his intuition, imagination and understanding.

Therefore, the external world, all things and events in it affect the senses and create sensory images. A subjective reflection of the objective world is formed in intuitive imagination and concepts. That is why the theory of knowledge is called the theory of knowledge. The theory of knowledge requires a correct solution of the relations between the object and the image and between the object and the subject.

Because the dialectic of object and subject has an important place in the process of knowledge. It is a subject, that is, a process related to a person. There cannot be a process of knowing without a person. The role of the subject in scientific knowledge is that it reveals the legal connections that exist objectively. He approaches the object both practically and theoretically. For example, according to the theory of symbols put forward by the German physiologist Gelg'mgol, a person first of all creates the external world in his senses. He turns his senses into a thing, a phenomenon, and then seeks to know it. He equates the image of the object with the object itself. Sensation does not become an image of the objective world, but becomes the world itself. So, according to the theory of these symbols, there is no difference between a thing and the imagination of a thing. It is wrong to replace the sense content with signs and symbols that have nothing in common with the properties of objects.

Sensational image is created as a result of the reflection of objects and events of the material world in human sense organs. So, in intuition and understanding, not the thing itself, but a dual view of the thing is formed.

Since the image cannot exist outside of intuition and understanding, it is an ideal thing, it arises in the mind of a person, a subject. But intuition has an objective content. It embodies the processed content of the material world. Accordingly, it is objective.

The image is formed in the subject's intuition and thinking. So, the image shows the unity between the subject and the object. Intuition, imagination, understanding are subjective in form, but objective in content. Because the real world lies in intuition. So intuition is a subjective image of the objective world.

Sensing is the first stage in the development of human knowledge in general. Humanity's initial knowledge and concepts are formed on the basis of evidence obtained through senses. Sensation is the primary and direct connection of the human brain with the external world. In order for a sensory image to occur, the thing that creates it or the object of the event must exist.

Perceptual images and ideas about things and events in the world are formed only at a certain stage of the cognitive process. In addition to saying that intuition is a subjective image of the objective world, it should be emphasized that this image is not a frozen, dead thing, but changes in the process of cognition. We can see that knowledge is a conflicting process in the fact that evidence and information do not correspond to new ones for our knowledge to be fuller and deeper. With the resolution of the conflicting attitude, the cognitive process develops. And our consciousness shows that this is a historical process that goes from knowing the surface characteristics of phenomena to knowing their essence, while reflecting its progress.

Practice plays an important role in the learning process. Practice is a multifaceted and comprehensive concept that includes all forms of human activity. The basis of practice is labor, material production. In addition, political struggle, national liberation movement, practice are unique human activities and belong only to them. Practice is formed in the process of the historical emergence of people, develops and perfects on the way to the development of all societies. Practice is the connection of a person, who is considered a subject of historical development, with the material world, which is considered an object for him. In the process of such communication, the subject plays an active role. Practical influence changes not only the object, but also the subject itself. The subject of practice is individual people, social groups; it can be classes, the whole society. When, as such a subject, a person knows, the practice takes on the form of a separate activity and is connected with it. For example, every person, being a member of this society, appears as a member of a separate society with his actions. That is why it is considered a part of the social practice of an individual.

Practice has always been and will always be a social activity:

First, practice is the starting point and basis of knowledge. First of all, it should be noted that knowledge itself was created on the basis of practice and especially under the influence of material production. For example, mechanical movement turns into heat, that is, fire was formed as a result of friction, which is a very ancient discovery. After many years, people will be able to create mechanical movement from heat based on practice. The practical needs of people are the reason for the origin of natural science. In addition, practice helps knowledge to solve certain tasks, including equipping it with the tools of scientific knowledge: Secondly,

practice is the goal of knowledge. A person learns about the world around him in order to use the results of his knowledge in his practical activities. It reveals the laws of its development. It is a practical process in which controversial issues and theoretical problems are solved. Knowledge of the laws of nature and society is also tested during practice.

### REFERENCES

1. Tulenov J, Tulenova G, Tulenova K. Falsafa . Darslik. T.: 2022.
2. Z. Davronov va boshq. Falsafa. Darslik. T.: Nihol print nashriyoti.2021.
3. Shermuxamedova N. Falsafa. Darslik. T.: 2021
4. Tillavoldiyeva M.X. Falsafa. Oquv qollanma. T.: TDPU. 2022
5. Saidakhmatova Sadokat Usmonjon kizi. (2023). Gnoseology – philosophical teaching about knowledge. Development and innovations in science, 2(10), 13–16. <https://doi.org/10.5281/zenodo.8416402>
6. “Journal of science-innovative research in uzbekistan” jurnali volume 1, issue 6, 2023. September ResearchBib Impact Factor: 8.654/2023 issn 2992-8869 277 the concept of existence and its main types Saidahmatova Sadoqat Usmonjon qizi – Tashkent State Pedagogical University Teacher
7. The essence of philosophy in science and worldview Saidahmatova Sadoqat Usmonjon daughter Tashkent State Pedagogical University Teacher Volume 2, | Sep \_ 2023 Science Promotion
8. Umarova Sabohon Minavvarovna, Muxtorjonova Iroda Yusufjon kizi. (2023). SPECIAL HELP NEEDED CHILD CATEGORIES. MODELS AND METHODS IN MODERN SCIENCE, 2(11), 48–52. <https://doi.org/10.5281/zenodo.8416393>
9. Umarova Sabohon Minavvarovna, Mashrabbaeva Gulliza Muhammadali kizi. (2023). DISORDERS OF SENSORY FUNCTIONS. ACADEMIC RESEARCH IN MODERN SCIENCE, 2(22), 75–79. <https://doi.org/10.5281/zenodo.8416359>
10. Umarova Saboxon Minnavarovna For Publication of Paper Entitled In Volume 11, Issue 10, October, 2023 STRUCTURE AND FUNCTIONS OF THE HUMAN NERVOUS SYSTEM.