

THE PROBLEM OF OBJECTIVITY AND SUBJECTIVITY IN CREATIVE THINKING

Badalbaeva Irodakhon Khabibulaevna

Magistr of Andijan State University

ANNOTATION

The article is devoted to questions, connected with the problem of the development of creative activity and technical thinking of the identity of future teachers of technology. The efficiency of development of technical thinking and creative activity, through independent work of students of technological education, is considered.

Keywords: creativity, technical thinking, educational cognitive activity, independent work

INTRODUCTION

The problem of the development of a person's creative activity and technical thinking is one of the most difficult for research both in philosophy and in psychology, pedagogy, and didactics. However, consideration of all possible approaches to it is extremely important at present. The complexity of this problem is due to the presence of a large number of diverse factors that determine the emergence of the nature of creativity and personality activity. These factors include natural inclinations and individual personality traits, creativity, and the manifestation of the individual's activity in the process of the activity. Special attention is paid to the activity-practical side of creativity and the need for the subject's activity in the creative process is pointed out, therefore many researchers use the term "creative activity" of the individual.

First of all, creative activity is understood as human activity in one form or another of creativity: scientific, technical, artistic, and others. Depending on this, activity acquires essential features and specific features of creativity. An essential feature of creative activity is the unity of the objective and the subjective, that is, it involves the enrichment of the inner content of the subject of activity. In this sense, the orientation of the personality is a stable, dominant system of motives, interests, beliefs, tastes, etc., in which human needs manifest themselves [6]. The severity of the creative orientation largely depends on the well-known personality trait activity and has psychological criteria and indicators of creativity. There are five signs of creativity: The first feature, which, according to most scientists, distinguishes creative people from non-creative people, is characterized by the presence of intellectual, creative initiative, going beyond the tasks and requirements of direct activity.

The second sign of creativity is "the breadth of the associative range", the remoteness of the association, that is, the unexpected use of the object, giving it a new functional or figurative meaning. The third sign "fluency" of thinking is determined by the richness and variety of ideas, associations arising from the smallest stimulus. The fourth sign of creativity is the "flexibility" of thinking, the ability to move quickly enough from one category to another, from one way of solving to another. The fifth sign originality of thinking consists in independence, unusualness, wit in solving a problem about a stimulus or traditional ways of solving. These primary signs of creative thinking are closely intertwined, but they have their specifics and units of measurement (quantity, speed, quality, comparison, attitude, etc.).

The methodological aspect of the problem of the development of creative technical thinking is associated with the search for means of influencing each of these components, which are conditionally highlighted, since in the real learning process they are all interconnected, although they have their specifics. So, in the process of forming the motive for the upcoming activity, the teacher uses various means of activation (methodological techniques, technical means, frontal conversations, etc.) and at the same time relies on the students' knowledge, skills, and abilities of practical activity. One of the most effective means of enhancing learning is independent work, which requires a different nature of the activity. The theoretical foundations of the essence of independent work are the basis of this study, therefore, to classify its types, a task was adopted that organizes the cognitive activity of students: - independent work according to a model (instructions), the level of independence and cognitive activity of which does not go beyond the framework of reproductive activity; - reconstructive-variative independent work, proceeding at the level of transformation of the existing experience of activity and requiring students to search for the task; - creative independent work (projects), assuming complete independence in the reproduction of fundamentally new knowledge for students of the values of material and spiritual culture.

In this regard, we can say that the understanding of creative thinking as the highest form of thinking significantly changes the methodology of concrete practical work with it. Thus, experimental studies of creative thinking, based on its interpretation as the highest form of thinking, will interpret any indicator of creative thinking as potential, which, under appropriate conditions, can move to a higher one. In other words, such an understanding of creative thinking can form the basis of psychological and pedagogical optimism in practical work with it.

LIST OF USED LITERATURE

1. The method of creative projects as a means of developing the scientific and technological thinking of students receiving technological education [Text] / O. V. Sidorov, L. V. Kozub // Higher education today. 2016. No. 5. P. 59–64.
2. On improving the quality of vocational and technological training of future teachers of technology [Text] / OV Sidorov, AV Gofenberg // Historical and socio-educational thought. 2016. T. 8. No. 1–2. S. 217–222.
3. Pedagogy of vocational education: Textbook. manual for stud. higher. ped. study. institutions / E. P. Belozertsev, A. D. Goneev, A. G. Pashkov and others; Ed. V. A. Slastenin. - M.: Publishing Center "Academy", 2004. - 136-143.
4. Professional pedagogy: Textbook. for stud. students of pedagogical specialties and directions [Text] / Ed. S. Ya. Batsheva. - M.: Association "Professional Education", 1997. - S. 289-296.