

## Develop Innovative Thinking Skills Based on a Creative Approach

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**Abstract:** This article outlines the pedagogical foundations and guidelines for shaping a person's creativity and creativity in it. What theoretically focuses on the formation of innovative thinking skills in educators based on a creative approach.

**Keywords:** Creativity, creativity development, skills, competencies, creative character, ability, innovation, formation of thinking skills, creativity, personal qualities, etc.

It is well known that professional experience is reflected as an integration of knowledge, skills and competencies. However, professional-creative activity The acquisition of skills is not only a practical skill and integration of skills, not only the development of methods and tools for effective organization of activities as a specialist, but also awareness of the methodology of professional creativity, the development of creative thinking and creative personality.

The formation of a creative personality in a mutually compatible way can be defined as the development of creative activity performed and the creation of creative products. The speed and scope of this process depends on biological and social factors, the activity and creative qualities of the individual, as well as the existing conditions, vital and professionally conditioned events. In modern conditions, it is necessary for a teacher to have creative qualities.

The process of developing creative qualities in a person In order to fully understand the general essence of "creativity" it is necessary to understand the meaning of the concept. According to Ken Robinson, "creativity is a set of original ideas that have their own value." Gardner is a concept in his research explains:

"Creativity is a practical action performed by a person, which must reflect a certain innovation and have a certain practical value." In terms of Email's approach, creativity means "having a high level of unconventional skills as well as a thorough knowledge of a particular field".

In order to teach future educators to think creatively, to be able to form creative thinking in them, the teacher must first be a creative person. If he does not have the qualities of creativity, then how can he encourage future teachers to think creatively? It is not about whether the teacher is creative or not, but about organizing the lessons in the spirit of creativity, trying to try new ideas in the teaching process. In the lessons, the teacher moves according to the "creative road map" in the following 4 areas, and the actions in them are the hallmarks of teachers' creativity (Patti Drepreau): demonstration of creative thinking skills; use strategies that encourage future teachers to learn subjects with interest; innovative approach and creative approach to finding solutions to pedagogical problems;

Creativity (Latin, "create" - to create, "creative" creator, creator) - means the creative ability of the individual, which characterizes the readiness to produce new ideas and is part of the talent as an independent factor. A person's creativity is reflected in his thinking, communication, emotions, and certain types of activities. Creativity describes a person as a whole or certain features of his personality, mental acuity. Creativity is also reflected as an important factor of talent.

According to American psychologist P. Torrens, creativity is a problem or the advancement of scientific hypotheses; test and change the hypothesis; problem identification based on decision formulation;

represents the sensitivity to the interplay of knowledge and practical action in finding a solution to a problem.

Like any other quality, creativity does not form all at once. Creativity is consistently shaped and developed at certain stages.

The creative qualities of the educator direct his personal abilities, natural and social potential to the quality, effective organization of professional activity. The creative qualities of teachers working in the higher education system help them to create new ideas that are different from the traditional approach to the organization of the educational process, not to think in the same way, originality, initiative, intolerance of uncertainty. Therefore, a creative approach to the organization of professional activity of a teacher with creative qualities, active in creating ideas that serve the development of new, advanced, future teachers, personal qualities, independent pedagogical achievements and experiences the study also focuses on having a continuous, consistent exchange of views on pedagogical achievements with colleagues.

Typically, the creativity of educators is ensured through the pursuit of pedagogical problems, the implementation of research or research projects, and the achievement of creative collaborations. An educator does not become creative on his own. His creative ability is formed through continuous study and work on himself over a period of time, and he gradually improves and develops. As with any professional, the foundation for the creative abilities of future educators is laid during the student years and is consistently developed in the organization of professional activities. At the same time, it is important for the educator to focus on creative activities and be able to organize them effectively. In the organization of creative activity, the educator should pay special attention to solving problems, analyzing problem situations, as well as creating creative products of a pedagogical nature.

The teacher's creative approach to finding solutions to problems and situations helps to develop emotional and volitional qualities in him. By posing problematic issues, the educator is confronted with evidence that contradicts existing knowledge and life experiences.

As a result, there is a need for self-study and independent study. The educator's research work and implementation of scientific or creative projects further develops his or her creative potential.

Teachers need to be able to allow future educators to think freely in the classroom. Only in this case do their ideas become creative.

In creative classes, future educators should feel free and at ease and look for different solutions to problems that arise, rather than just looking for the "right" answer. The more ideas and thoughts they put forward, the more creative the ideas become (Simonton, 1999). Students may experience uncertainty when using the Brainstorming method. Guiding future educators in the right direction and then letting them go on an independent "journey" will increase their desire to come up with different ideas, even if they are creative and vague. As Chuck Jones puts it, "The onset of fear is present in any work based on creativity; anxiety is a servant of creativity" (Goleman, Kaufman, & Ray, 1992). Orientation of future educators not only depends on the teacher, but also develops in them the ability to act automatically. High school students or qualified future educators of senior courses divide the process into small separate parts and stages, inspiring young and inexperienced future educators, which in turn contributes to the formation of creative skills. holds the secret (Amabile, 1998). Teachers serve as mentors in providing resources to future educators, counseling, mentoring, and developing criteria for determining their progress and success. In addition, prospective high school teachers will be interested not only in shaping inner creativity, but also in small group work, creativity and commentary (m: mental journey, imagination, problem solving, discovery and discovery).

Like any other quality, creativity does not form all at once. Creativity is gradually developed at certain stages. So when does a person's creativity come into play?

While creativity is often seen in children's activities, this does not guarantee that children will achieve creative success in the future. It simply means that they need to master this or that creative skill. Here are

some things to keep in mind when developing children's creativity:

1. encourage them to ask more questions and support the habit;
2. encourage children's independence and accountability;
3. creating opportunities for children to organize independent activities;
4. focus on children's interests

Researcher N.Fayzullaeva believes that in order to gain pedagogical thinking, future teachers need to be able to acquire the following skills on the basis of a thorough study of pedagogical knowledge: the development of basic ideas, concepts, laws and pedagogical phenomena of pedagogy know the laws; knowledge of the most important theoretical ideas, main categories and concepts of pedagogy; knowledge of basic pedagogical facts; acquire practical knowledge of the general method of education and upbringing.

In psychology, E.P. Torrens developed a test to determine a person's creativity. According to E.P. Torrens, a person's creativity shows the following characteristics:

- 1) not to ignore questions, shortcomings and contradictory information;

- 2) to try to identify problems, to try to find solutions based on the assumptions made.

Creativity is the pursuit of creativity, a creative approach to life, constant self-criticism and analysis. Based on modern dictionaries of psychology and pedagogy, a teacher's creativity can be defined as the level of perception, communication, a particular type of activity, a creative approach, knowledge. In short, a teacher's creativity means that he or she has to look for different original ideas, even in tight, limited, or weakly limited situations.

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