

**Die Rolle von Kommunikation und selbstständigem Denken bei der
Entwicklung der 'kreativen Fähigkeit' der Schüler**

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Anmerkung: Der Artikel diskutiert die Bedeutung von Kommunikation und unabhängigem Denken für die Entwicklung der kreativen Fähigkeiten der Schüler und die Merkmale ihrer Manifestation im Alter der Schüler. Der Artikel beschreibt die wichtigsten aktiven Unterrichtsmethoden, fördert Kommunikation und unabhängiges Denken und zeigt deren Potenzial für die Entwicklung der Kreativität der Schüler auf. Es wird auch darauf hingewiesen, dass aktive Unterrichtsmethoden verwendet werden können, um einige Parameter der Kreativität zu entwickeln.

Schlüsselwörter: Kreativität, Entwicklung, aktive Lernmethoden, Kommunikation, unabhängiges Denken, Weltanschauung, nationale und universelle Werte.

**The role of communication and independent thinking in the development of
students 'creative ability**

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Abstract: The article discusses the importance of communication and independent thinking in the development of students' creative abilities and the features of their manifestation at the student age. The article describes the main active teaching methods, encourages communication and independent thinking, and reveals their potential in terms of developing students' creativity. It is also pointed out that active methods of teaching can be used to develop some parameters of creativity.

Keywords: creativity, development, active learning methods, communication, independent thinking, worldview, national and universal values.

Introduction. President Sh.M. Mirziyoev emphasizes in his speeches and speeches. Today's hectic life requires the upbringing of a harmoniously developed generation that can easily communicate with people, distinguish between good and evil, and find the right path with intelligence in the low and high streets of life.[1]

Improving the quality of training in Uzbekistan, creating the necessary conditions for the training of highly qualified specialists on the basis of international standards, establishing close cooperation between each higher education institution and the world's leading scientific and educational institutions, introducing advanced pedagogical technologies based on international educational standards. issues of wide introduction of curricula and teaching materials, development of modern professional knowledge and creative abilities of students, research and teaching staff, effective use of active teaching methods in working with young audiences. In accordance with the priorities of the Action Strategy, the main tasks were to raise the quality of higher education and radically improve it.

Based on the above considerations, the development of students' communication techniques is one of the urgent tasks of today.[2]

The prestige of any state in the world community is determined by its intellectual maturity. Talented, enterprising and creative youth play an important role in the socio-economic development of the country. Modern higher education is going through a period of profound changes due to innovations in the education system. There is a growing need to create creative individuals who can solve non-standard tasks in conditions of uncertainty. In this context, the learning process itself requires improvement and change.

This requirement necessitates a change in education strategy and tactics in the higher education system. The knowledge we impart to students, whether it is narrow or broad, depends on the student's learning activities and the educational environment created for him: whether the teaching method is authoritarian or democratic, based on memory or thinking and imagination, taking into account the individual characteristics of the student, etc. . The practice of implementing active learning methods allows you to answer a number of questions above.

ANALYSIS OF THE RELEVANT LITERATURE. First of all, what is the phenomenon of creativity itself and why is it necessary to develop it in modern students? answer the question. Traditionally, creativity is understood as a set of thought processes and personal abilities (qualities) (J. Guilford, E. Torrens, S.A. Mednik). The most important parameters of creativity include the ability to identify and solve problems, the ability to develop ideas, and originality as the ability to go beyond stereotypical responses and solutions. There are two types of creativity - verbal and nonverbal. In the first case we are engaged in the production of new products (the ability to create words), in the second - in the production of new original images. The results of modern research allow us to classify the characteristics of creativity: smart, creative initiatives, as well as fluency and flexibility of thought, richness of ideas and the ability to quickly transition from one solution method to another. The personal content of creativity is also revealed

through the contribution of a person to an active life position, reflecting his inquisitive and transformative nature. Active methods were developed by DB Elkonin, VV Davidov, VA Krutetsky and others, and they served as the basis for the development of problem-based learning technologies. They are also based on the ideas of L.S.Vygotsky and A.N.Leontev about the activity of translating knowledge into practice as the main method of integration[3]. According to the basic principles of developmental education, it should be conducted at a high level of complexity based on a theoretical basis and help to develop abstract thinking, to shed light on the general meaning of the material studied. If the traditional education system is based on the inductive method (education is focused on a specific, concrete, individual, general, abstract, whole), the evolving system, by contrast, implements the deductive method of knowledge (from general to specific, from abstract to specific). At the same time, it is thought that students should not only be equipped with ready-made generalized knowledge, but also lead them to independent generalizations by developing the principles and methods of scientific knowledge, organizing experimental work.

ANALYSIS AND RESULTS. Based on the above, we understand creativity not as a mixture of potential creative abilities, but as a real ability and readiness to find new non-standard ways of solving various problems. According to some authors, the peak of creative development in young people occurs at the age of 16 - 20 years, ie during the student period. It is expressed in the integration of mental and creative activity, as well as in the very high awareness and meaningfulness of human creative motives and achievements.[4] It is this state of vocational training that requires students to be mentally flexible, to know the problem from different angles, and to be able to find answers in non-standard learning situations. At the same time, not all students are ready for such interaction with teachers and try to model problem-solving methods by choosing a passive listening position rather than an active participant in the learning process. The inclusion of such students in the educational process should be done through the use of active teaching methods.

Hence, we need to understand active methods as a set of methods and forms that encourage students to think actively and practice in the process of mastering the learning material. The use of active methods involves further activation of thought and imagination processes. It is not just a set of knowledge, but a meaningful experience of applying them in practice.

There are many classifications of active teaching methods, but most often in modern didactics refers to the classification proposed by A.M.Smolkin. Pedagogy of higher education is divided into imitative (based on the imitation of professional activity of teaching and learning activities) and non-imitative (based on ways to activate learning activities in lectures) of all available methods. In turn, simulation methods are divided into game (office and organizational-activity games, role-playing games) and non-game (analysis of real situations, solving situational problems, etc., modular method).

Non-traditional methods include non-traditional presentations (problem, dialogic, visualization presentations, press conferences, discussion reports, and reports analyzing specific situations), seminars, discussions, and group thinking activities. The essence of these methods is to stimulate the creative activity of the student during the exposure of information directly by the teacher. Of all the active learning methods, the work game is the most effective. The work game is a rehearsal for future professional activities, because if you play and understand certain specific situations and concentrate on their causes, you will be able to reflect on your actions in these situations to correct the direction. Its essence is to activate students' thinking and ability to make predictions by modeling different learning-professional situations. Role-based training is also one of the most effective ways to actively learn. This method allows participants to simulate complex and multifaceted situations as well as real professional activity relationships. Of particular interest are the methods of collective thinking (especially mental attack) based on the principle of dialogic (polyconic) interaction of all participants in the process of solving a particular educational or scientific problem. The tasks set for students in active learning

methods can be solved only when each of them demonstrates an innovative, non-standard approach and actively participates in joint discussions[5].

As a student enters a group and a team, he or she always has to play different roles in it. He plays the role of the leader in the official group, the patient in the hospital, the customer in the store, and the child in front of the parents. In such cases, their close knowledge of communication psychology helps them closely. The main goal of communication psychology is, first of all, to form a culture of communication in young people. It is also important to instill in future professionals a culture of communication, the secrets of communication, and to improve interaction in groups and communities through communication.

In the development of communication psychology of students determines the implementation of the following tasks from the teacher:

- to study the laws of interpersonal interaction and communication in the process of joint activities;
- analysis of the views of oriental scholars on communication;
- emphasize that there are behavioral opportunities that motivate students to be active;
- formation of dialogue aimed at activating the professional competence of students;
- increase the role of communication in the coordination of interpersonal relationships;
- take into account some of the consequences of the interaction.
- theoretical foundations of communication culture;
- the laws of interpersonal relations;
- laws of pedagogical communication;
- have an idea of the basic requirements for communication in the family, group and community;
- to study the formation of communication in the person;
- formation of a culture of communication in all groups and communities;
- monitor the importance of communication in interpersonal relationships;

- know and apply the secrets of communication;
- carrying out of methods of formation of communication in groups;
- culture of communication in the family, knowledge of the secrets of communication;
- the formation of skills in the organization of psychological counseling in order to form a culture of communication[6].

The main factor in the inability of students to communicate is the mistreatment of themselves and the people around them due to overestimation or underestimation. There are ways to prevent this, and focusing on the following will lead to positive results:

- in collaborative activities, through the system of communication to create a humane relationship between all members of the communication process, to create an opportunity to compare the emotional environment:
- implementation of measures aimed at ensuring a comfortable position of each member in the system of internal relations in communication:
- organization of special classes on the acquisition of information about the characteristics, rhythm, methods, forms of human communication:
- creating a system of business games, psychodrama, training for interpersonal relationships and communication methods.

This means that if a person follows certain rules while mastering the qualities of self-management, behavior in different situations, he will achieve certain successes in the quality of cooperation:

1. The fact that social phenomena are external events not only reflects the internal mental state and its content, but also this process occurs due to two-way communication.
2. Voluntary, active focus and concentration on external objects reduces the level of efficiency due to the influence of various factors, the nervous state reduces activity and impairs the rhythm of communication[9].

3. A person can achieve his goal through physical tension, nervous tension, mental tension in order to master the character of feeling free, free, at ease.

If all students follow the above rules and behave properly, deal with events, situations, situations, specific environment, meaningful actions, gestures, facial expressions, pantomime, in proportion to the problematic situations and the purpose of communication, a light smile, warm, in the brain if they do exercises such as laughing, walking nicely, they will be able to put interpersonal relationships right with the help of nonverbal speech. Making a pleasant impression on others, awakening in them a sense of affection, allow you to choose a partner. While achieving physical and spiritual freedom creates a sense of self-confidence, independence creates the conditions for being an equal partner in communication. Education plays a special role in the formation of independent thinking for young people. While young people are initially formed as individuals in the family and in educational institutions, later they are also ideologically formed as citizens with their own independent position for the state and society. In public life, he tries to unite with other people in order to meet his own needs. Appropriate knowledge that young people acquire as a result of their education and the formation of an independent worldview through skills or as a result, it naturally seeks to participate in political and social relations. The formation of young people as individuals takes place under the influence of various social institutions in society: family, school, neighborhood, as well as the media[7].

Only young people with independent thinking and worldview should be active citizens possible, that is, active in political processes, realizing himself as a citizen participation, loyalty to the political interests of society and that he would not spare his life in the cause of such national interests. The socio-political activity of young people is governed by the state and society participation, independent thinking of young people, socio-political consciousness and determined at the level of culture[8].

Kindness and love in the family, sincerity, trust, compassion, diligence, respect for the elder, respect for the younger, forgiveness, ability to analyze conflict situations, help the elderly, open-mindedness, teach others to feel pain and need for help, teach others to respect traditions and customs. Different foreign groups in the neighborhood, different ideological and ideological awareness of threats, their differentiation, respect for the values of community life, social education of the child through the neighborhood, active participation in community events, attendance at hashars, weddings and celebrations mastering skills, seeing and understanding the interests of others encourages.

To form a culture of independent thinking among young people they should form the following qualities:

- strong faith, intellectual objectivity and a serious view of responsibility;
- respect for independent freedom of conscience;
- strengthening the tendency to scientific creativity, labor, entrepreneurship;
- education in the spirit of respect for the motherland, nation, language, religion
- teaching to achieve the correct and targeted satisfaction of the need to study religious and moral values and scientific and educational factors;
- involvement of young people in the organization of educational events, paying attention to diversity, diversity, non-traditional approaches.

It should be borne in mind that in organizing such events, taking into account the capabilities, spiritual interests and needs of young people, based on their age, type of activity, affiliation with a particular social class, etc., can have the desired effect.

- Achieving harmony of national and universal values.

In doing so, we honor the parents who have been in our blood for centuries, keeping the family sacred, the duty of childhood, mutual affection, chastity, ornomus, modesty, adherence to values such as teacher and student etiquette.

- Museums allow young people to think independently, to events and happenings

not to be indifferent and, most importantly, to preserve their own material and cultural heritage serves as a primary source in shaping their feelings[10]

Among the young people of different views of "popular culture" its growing prevalence is mainly reflected in dress, hobbies, leisure, taste, and attitudes toward national values. "Popular culture", which embodies the values of foreign culture, brings to our youth such vices as Western individualism, egocentrism, carelessness, obscenity and violence, indifference to national values and social interests.

The Uzbek people live in harmony with the community family customs and traditions with their participation and consultation with them. This means that the mahalla is an educational institution that reflects the psyche of the Uzbek people, the peculiarities of their social life, with a single historical purpose. The neighborhood is also a large family that unites and unites young people on the path of goodness.

The neighborhood is a necessary environment for a person to understand himself as a person, to freely express his personal qualities and abilities. Especially in children, interest and need are manifested in the neighborhood environment and in the circle of peers. The health of the social process serves as a necessary factor in achieving positive results in the process of self-education. Therefore, the earlier the focus on the education, interests and all-round growth of young people on the basis of family, community and community, the sooner it will be possible to achieve high and positive results.

CONCLUSION AND RECOMMENDATION. In conclusion, active methods in the development of students' creative abilities are reflected in many educational technologies, creating conditions for the formation and strengthening of professional knowledge, skills and abilities of students. First of all, this is reflected in the development of creative thinking, acting in a new non-standard situation, finding solutions to educational and professional problems. Active methods that allow to form the personality of future professionals through active involvement in educational activities, in such activities, educational information is creatively processed and transferred to the system of professional competencies. In the future, a

student educated in the same way may have acceptable ways to apply it in life. Only then will he become a mature person and a qualified specialist who will contribute to the development of our country.

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