

## **MECHANISMEN ZUR ENTWICKLUNG DES KREATIVEN DENKENS DER SCHÜLER IM PROZESS DES PERSÖNLICH ORIENTIERTEN LERNENS**

**Kuldasheva Mahmuda Nurmatjonovna**

Alter Dozent Namangan State University, PhD

**Anmerkung.** Dieser Artikel beleuchtet die laufenden Reformen im Bildungssystem des Landes, aktuelle Fragen der Nutzung studentenzentrierter Bildungstechnologien im Hochschulsystem, insbesondere im Bereich der Wirtschafts- und Sozialgeographie, Mechanismen zur Bewertung des Wissens der Studierenden auf der Grundlage von SAS-orientierter Bildungstechnologien, die Methodik für den Einsatz von Technologie "Baumentscheidungen."

**Schlüsselwörter:** Bildung, studentenzentrierte Bildung, Wirtschafts- und Sozialgeographie, Arbeitsressourcen, Persönlichkeit, kognitive Motive, Erfahrung, Entscheidungsbaumtechnologie

## **MECHANISMS FOR THE DEVELOPMENT OF CREATIVE THINKING OF STUDENTS IN THE PROCESS OF PERSONALITY-ORIENTED EDUCATION**

**Kuldasheva Makhmuda Nurmatjonovna**

Senior lecturer at Namangan State University, PhD

**Abstract.** This article covers the reforms carried out in the educational system of our country, topical issues of the use of personality-oriented educational technology in the higher education system, in particular in the field of economic and social geography, mechanisms for assessing students' knowledge on the basis of Shas-oriented educational technology, methodology for using "Decision Tree" technology.

**Keywords:** education, personality-oriented education, economic and social geography, labor resources, personality, cognitive motives, experience, "Decision Tree" technology

The changes taking place in the world have led to changes in the educational system of our country. In accordance with the changed social orders of the world, the guidelines in the education system have changed significantly. Naturally, there was an increased interest in education, in which mainly personal-oriented education and the development of an independent creative personality are considered. The time of radical change requires students of a higher educational institution to be socially active, creative and freely thinking, independently acquire and evaluate new information, make conscious choices, make balanced, adequate decisions.

It is no doubt that another of the most basic tasks of the educational sphere is to educate a new generation, educated young people who have mastered the basics of Science and their specialty, which is necessary for today. At the same time, the task

of forming a modern and broad-minded generation of young people with a clear civic position, protecting the interests of society, the state, actively participating in changes and reforms in the life of the people is also extremely important course [1]. After all, domestic and foreign specialists in the field of pedagogy and psychology are an urgent issue of the need for the education and development of an independent creative personality by modern society and the adequate development of conditions and means to achieve this goal at all stages of Higher Education. To this end, intensive research is being carried out in the rational organization of the educational process, which stimulates the cognitive activity of students in teaching the subject. because, at all stages of education, it is important to develop creative thinking.

As we know, innovative processes in the field of education are not only a reflection of the crisis of the traditional educational model, but also an indicator of the dynamics of modern society. With the help of the education system, society solves important tasks for itself:

- qualitative transformation of labor resources into the sphere of production;
- meeting personal, constantly changing, educational needs at different stages of a person's Life[3].

The task of personality-oriented education is not only to interest the student, but also to enrich, transform and develop his subjective experience, which forms the basis of individual development. Student-this is the main face of the educational process. It is worth noting that it is considered a branch of personality-oriented pedagogy.

Personality-oriented education as the most effective educational technology is aimed at studying the personality of a person, his individuality, the subjective experience of each:

First, it is opened, and then coordinated with the content of Education. If the socio-pedagogical models of the development of the philosophy of traditional education are described in the form of samples, knowledge standards given from the outside of individuals (cognitive activity), then the personality-oriented learning comes from. Recognition of the specificity of the student's subjective experience as an important resource is manifested in personal life, in particular, in knowledge.

Thus in education it is recognized that not only interiorization is taking place, but also that the "meeting" of pedagogical influences and the subjective experience given by the learner takes place.

Secondly, "cultivation", its enrichment, reproduction, transformation, which constitutes a "vector" of personal development. The main recognition of the student is personality-oriented education as an active basis of the entire educational process.

It is not for nothing that through personality-oriented education, teachers are of great interest in the work activity environment, which will have the faith of considering the learning process based on new modern views and mastering new technologies, achieving better results. And in this, the pedagogue will have to pay more attention to each student, try to see in each of them a developing personality.

There are several stages in conducting a lesson in the organization of lessons based on personality-oriented educational technology:

1. Setting lesson goals taking into account the needs, motives and interests of students;
2. Development of content that will improve the development capabilities and effectiveness of the lesson;
3. Planning a system of methods for achieving the goals of the personality-oriented learning process;
4. Accounting and development of diagnostics and correction of the educational process.

Personality-oriented education involves the recognition of the individuality, individuality of each student. His subjective experience is constantly consistent with the content of education, enriched and improved. In economic geography, the implementation of individual-oriented educational ideas is significant to create a personal significant image of the world, on which each student is based on his own experience.

When applying personality-oriented education, it requires taking into account the psychological characteristics of students, the use of a systematic approach, the implementation of special work on the basis of the organization of interconnected activities of the teacher and students. This ensures the achievement of clearly planned, systematic, consistent learning results.

The technology of personality-oriented teaching covered the technology of productive, level (differentiated) teaching, collective mutual education, the technology of complete assimilation of knowledge, modular teaching technology, etc.

The result of the introduction into practice of personality-oriented technologies suggests that the main result of training is the transformation of an individual picture and map of the world.

In the process of implementing personality-oriented educational technologies, it is recommended to adhere to the following conditions:

- construction of semantic blocks of educational material and the formation of cognitive learning tasks (sometimes of a problematic nature) for each of them, which creates a cognitive need for students;
- creation of special educational and cognitive motives, since the true meaning of education is determined not by goals to students, but by motives, their attitude to the subject and the information given;
- formation of cognitive educational tasks aimed at programming the direction of students' activities to educational discoveries with their content, identifying and mastering a new method of activity;
- the implementation of the educational task is envisaged by creating a problem Situation [2].

The education of cognitive interest is the basis of Education. What are the optimal methods and tools that allow you to activate the cognitive interest of students? Is it necessary to explain to the student that geography is part of the life of any person, personal and social? The teacher must put the above questions in front of

him in the course of the lesson. A modern teacher has the opportunity to choose a variety of technologies, teaching methods.

The effectiveness of developmental education is achieved, first of all, by activating the educational activities of students. The student should not be passively accepted in a ready-made form to explain new knowledge to the teacher, but this knowledge should be acquired and understood in independent work. The knowledge gained in this way is remembered and asked many times more than learned mechanically.

The activation of students' educational activities is mainly the main work in mastering new knowledge-the acquisition of students' scientific information and creative processing in solving the cognitive tasks assigned to them. This will have to be encouraged by them by providing educational materials by the teacher, which excludes the possibility of obtaining ready-made conclusions and equipping them with materials in the development of independent projects, which indicates the most rational methodology for mastering the material. An important skill that is needed for each student is the ability to highlight the main point. We taught this process to students using methodological techniques – simple graphic schemes. For example, the "tree" scheme. In this, the main idea was determined by a large trunk, branches are considered evidence of its approval. The final phrase is indicated by envelopes on the branches. Thus, a simple scheme was obtained to determine the logical structure of the text.



**Figure 1. Decision tree**

To form the ability to describe concepts, we used the following methods: description of objects or phenomena; comparison of their descriptions by classical scientists or groupmates with a description of the same objects or phenomena; differentiation (for example, developed and developing countries, but how they differ). Compiling and solving puzzles, crossword puzzles, etc.

We have developed the ability to change our point of view with the help of exercises, to look at the object of research from different sides: "continue an unfinished story; compose a story on behalf of another character; determine how much the object has meaning (for example, a territorial production complex, an economic district, an industrial district, an industrial node); name as many.

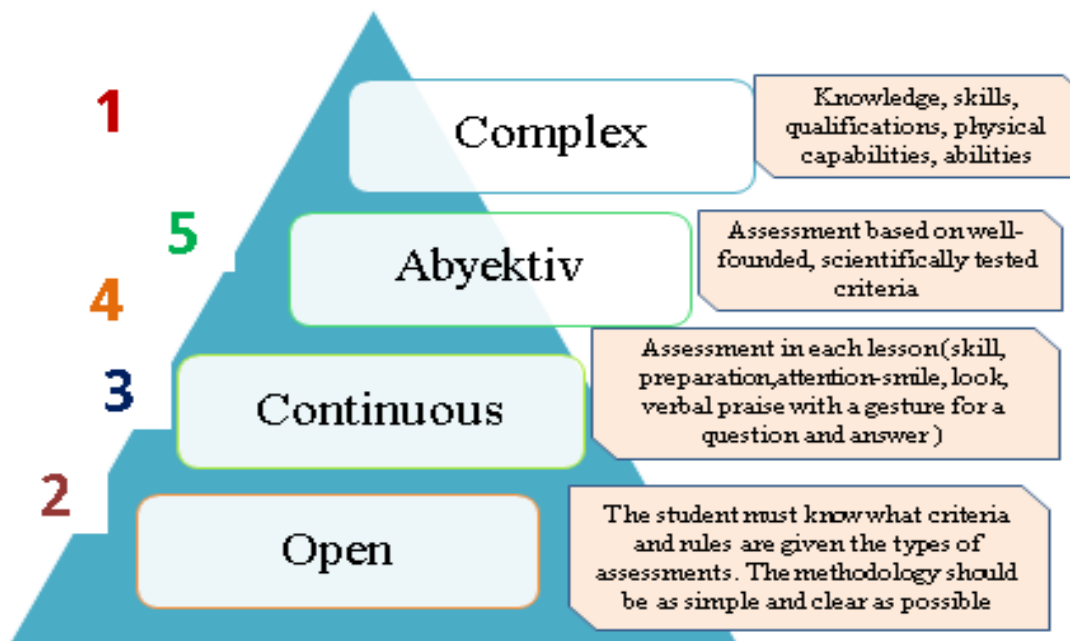
"Decision tree" technology

The group is divided into groups in which the number of students is the same.

Each group discusses this issue and has its own

he makes notes to his "tree" (on a sheet of paper), then replaces the groups and writes his thoughts on the trees of the neighbors. Then the groups Exchange and check among themselves.

Based on this technology, in a complex, objective, continuous and open way, student knowledge is evaluated and a conclusion is drawn (fig.2)



**Figure 2. Student knowledge assessment**

In order to assimilate knowledge, students should be able to use such methods as analysis, synthesis, abstraction, comparison, generalization in logical thinking. The reason is that, like any field of knowledge, conducting geography in close connection with practice in the study of information in personality-oriented education in teaching has a direct effective effect on the development of science. educational technology arms teachers with the theory of teaching and education of students. The study of the socio-economic conditions of the development of our country, the state of the foundation Sciences, the scientific development of the practice of teaching geography in the system of higher education and highlighting the pressing problems that require solutions.

### **Used literature**

1. Sh. Mirziyoyev "strategy of New Uzbekistan" Tashkent. 2021 year
2. Asgarova A', Nishanov M., Gorbanova Z., Muminova D. Methodology of teaching pedagogical and psychological sciences. Textbook. - T.: 2019.
3. Vahabov H., M. Tillaboeva. Fundamentals of economic geography. (teacher's book) – Tashkent. Teacher, 2001. - B. 4-5

4. Drapeau Patti. Sparking student creativity (practical ways to promote innovative thinking and problem cool down). - Alexandria-Virginia, USA: ASCD, 2014.- R. 4.

5. Kamilova N., Jumakhanov Sh. "Methodology of economic and social geography". Textbook. "University" 2020. Page 46

6. <http://spatialhadoop.cs.umn.edu/>

7. <https://registry.opendata.aws>