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SUCCESSIVE DEVELOPMENT OF THE CREATIVE PERSON IN THE CONTINUOUS EDUCATION

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Abstract. The article describes the theoretical background to ensure continuity in the system of continuous education in general, the creative development of individual learning in particular. Also provides guidance on the principles of continuity, the stages of formation of creative abilities of students and strategies for the development of creative personality traits.

Key words: continuity and continuity of learning, the development of creative personality, the implementation of the principles of continuity, the stages of creativity, strategy of development of creative personality traits

INTRODUCTION

The modern age has created a need for a new type of personality, ability to make decisions, consciously exercise their choice who are able to respond flexibly to changing circumstances, to establish itself and create something new and unusual. Therefore, human creativity is considered by many researchers as a basic resource and source of development of civilization.

Under modern conditions of the existing system of development of the creative person is unable to implement this social order properly, not only because society is constantly increasing, but also alters the demands placed on staff training. And therefore, an important role in the implementation of the designated educational perspective belongs to the general secondary and vocational education, which together have a potentially rich social and pedagogical opportunities for the
development of creative abilities, as they allow to meet in continuous educational process various, often unique personality and cognitive interests the standardization of educational content not to lose the gifted and talented child, raise it to a qualitatively new level of individual development. It helps create the motivation of students to the cognition and creativity, develop their abilities and the inclusion of pupils in socially useful activities.

MATERIALS AND METHODS

The problem of ensuring the continuity of the creative person in the continuous education system is multifaceted and not limited to the determination of effective directions for the organization educational processes and develop a relevant set of content, and reflects the actual pedagogic task of developing specific tools and methods of synthesis of creativity with the general vocational and social training which must take place to express the moral and socio-economic transformation, more fully meet the modern scientific standards.

Pedagogical experience shows that in the preparation of future professionals are still many untapped reserves. One of them is ensuring the continuity of the development of creative abilities of students in the general and vocational education, which serves a significant increase in the quality of training future professionals, in addition, the creative activity of students is preparing them for the future self-education, a constant updating of their knowledge.

Systemic, holistic view of the principle of continuity in the development of creative abilities of the subject of continuing education, support components, benchmarking performance and level of continuity of development were necessary theoretical prerequisite for the study of the phenomenon in terms of percolation. Allocation pedagogical conditions proceeded on the basis of theoretical understanding of the problem, analysis of general secondary and secondary-special vocational education.

In the system of general secondary education, the development of creative activity of students is carried out mainly on studies of labor training, physics circles for technological creativity, the directions chosen professions or objects.
Unlike the school system, vocational education is a kind of specificity that can be expressed in a variety of forms of organization, the relative homogeneity of the students, with some professional guidance of students; applied focus of educational content, the possibility of a deeper integration of content disciplines, different forms and methods of training.

RESULTS AND DISCUSSIONS

In our view, the continuity of the creative development of personality, as part of the overall system, and especially in its development as a highly qualified professional should cover the above factors.

How to ensure continuity in the development of the creative personality?

For example, the Republic of Uzbekistan the main directions of development of education in general, the creative development of individual learning in particular identified in the national model for training. The implementation of which involves the continuity and sustainability of education, which is achieved not only through the unity and consistency of education levels, but primarily the relation to the learner as a developing person, as subject and object, consumers and producers of educational services. "

The central idea of continuity of education is a permanent category of human development as a stakeholder. So in a national model for training personal development is seen as a continuous process of connecting with the principle of developing education-oriented educational activities not only in knowledge but also to transform.

Achieving the goals of ensuring continuity of education requires openness, flexibility and variability of the content of general and vocational education in accordance with the dynamic needs of public and individual human practice. At all levels and in all substructures of continuing education is necessary to ensure the evolving nature of training, education and development through the creative activity of personality as a necessary condition for its self-development. From these positions should be considered the content of continuing education, provided by its internal coherence and continuity.
The basis of the principle of continuity of different levels and substructures of continuous education is a fundamental content, which lie in the basic structures, ranging from means of communication, the ability to read, write and count and ending invariants relevant disciplines and fields of activity. Possessing "core knowledge, skills to learn the man himself can choose the elective component of knowledge, types, timing and pace of learning, to individualize the educational process. The intellectual foundation will allow people to acquire applied knowledge, dictated by the new technologies of production, carry out training and retraining. Focusing on developing the context of practice is an essential factor in the development of creative abilities, enhance and resolve the contradictions between fundamentalization and specialization of general education and vocational training. Of particular importance are the philosophical knowledge that relate to system-oriented understanding of the relationship man-man, man-society-man, production, man-state, man-nature, the development of self-knowledge. Come to the forefront of humanitarian, cultural, historical and environmental aspects of education, understanding the links between processes and phenomena in their change and development.

Based on an analysis of levels of assimilation in the application of educational technology, we identified the following stages of the creative abilities of students: the first stage is defined goal, a situation that demands a creative task with which the papillary level achieved in the second stage, given the purpose and requirements of creative tasks, while from students are required to develop the required design and technology of its manufacture, to analyze the technical solution and offer new, at the conclusion of which reached algorithmic level. In the third stage, given only the goal of the creative tasks of students required to clarify the situation and apply previously learned knowledge to solve this problem, the solution of which reached the creative level. In the fourth stage - given only in general terms the purpose of, and finding a suitable subject and situation and actions leading to the goal at which the heuristic level.
Respect for continuity in the implementation of the above stages of development of the creative person provides a result of the formation of students' inventive skills as the highest form of creative activity. The research stages of implementation of inventive ideas disclosed that from development to design, depending on the importance, complexity and importance of thought processes life can be productive or reproductive. Based on a study of these processes have been allocated a four-stage implementation of inventive ideas. In the first stage of the process of thinking is productive, while undergoing a process of internal analysis of the problem and needs to resolve it. Its duration depends on the level of knowledge and experience of the inventor. In the second stage - research problem is reproductive in nature, it is determined by analysis of the solutions existing in nature or human activities employees address the issue. Its duration also depends on the base of knowledge, experience, breadth of vision and connection with the special problems of students. In the third stage - the productive phase of the considered problem and the solution found linked to each other and proposed the concept of the invention. It is the most important moment in the development of inventions, as well as successful its solution has a decisive influence on the formation of public scrutiny of the invention. In the fourth stage - the reproductive stage of a pilot study to justify the proposed technical solutions and prove its effectiveness.

In this case, the strategy of development of creative personality traits should be based on the following assumptions: you have to constantly pay attention to students on the universality of the creative methods of solving problems, not to limit the goal of learning the mastery of creative problem solving techniques, develop skills to find and formulate problems, develop the ability to find new ideas for addressing problems and teach the rationale developed solutions with the help of simple calculations and experiments; form an information culture of personality, ability to store and process information.

Based on an analysis of organizational forms, teaching methods and strategies for the development of creative personality traits most favorable for the
realization of the planned instructional process proposed by an independent creative research, business - creative play, problem situational tasks, modular training methods.

It follows: realization of the principles of continuity and continuity in the development of creative personality ensures retention of, a prerequisite for advancing the future of the specialist, causing his need for new knowledge, understanding of the progressive role of innovative ideas and solutions to improve the future of professional activity, use of elements of the scientific creative research educate students to the highly intellectual work, raising its level of development, meeting the cognitive and aesthetic needs. It is these factors due to the need to develop teaching materials to expose students' creative abilities and the formation of a critical and independent thinking.

CONCLUSION

Thus, the development of integrated educational technology ensures the continuity of the development of creative personality is an important component of business continuity and continuity of education in general.

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