

DEVELOPMENT OF CREATIVITY COMPETENCIES IN YOUNG PEOPLE

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Annotation: This article analyzes the terms “creativity”, “competency” and comments on aspects that should be emphasized in the development of creativity in students and young people.

Keywords: creativity, competency, pedagogy, creativ thinking.

ACCESS. In accordance with the Decree of the President of the Republic of Uzbekistan regarding the approval of the National Program for the Development of Public Education for 2022-2026, the formation of a national cadre and exemplary teacher reserve for general secondary education institutions is a matter of considerable contemporary relevance.

Competency-based education was pioneered by American linguist N. Chomsky. The general meaning of the term "competency" falls within a range of concepts such as "skill," "ability," and "expertise."

The lexical meaning of the concept of "creativity" in English is "creative" - meaning "to create" - and "creative" meaning "creator" or "innovator." The concept of creativity is broad, encompassing an individual's ability to simultaneously generate and implement novel and valuable ideas.

Creativity is pertinent to all social and spiritual domains, and can be divided into scientific and artistic forms. Every work of art, whether it be a visual art example or a piece of literature, is a product of human creative capacity. In this regard, the following quote from sculptor Michelangelo is relevant: "I saw the angel in the marble and carved until I set him free."

Scientific achievements, technologies, and business start-ups can also serve as examples of creativity. By the 1960s, over 60 definitions of creativity had been developed. Analyzing these definitions allows them to be categorized into six types.

Gestaltic definition (defining the creative process as disrupting existing gestalts and forming improved ones), innovative definition (focused on evaluating creativity based on the novelty of the final result), aesthetic or expressive (emphasizing the self-expression of the creator), psychoanalytic (defining creativity as the interrelationship between the "id," "ego," and "ideal-ego"), problem-solving (defining creativity as the process of solving problems), and

supplementing the "universal" knowledge base.

The creative thinking process consists of several stages. First, the problem to be solved is identified. Second, an effort is made to apply all the knowledge necessary to solve the problem. Third, a hypothesis related to the problem is proposed. Fourth, several assumptions about the solution are developed. Fifth, different options are mentally compared, and the most effective one is identified and tested in practice. Finally, when the result is satisfactory, the thought process concludes.

A broad range of knowledge and experience plays a crucial role in the creative thinking process. The more experience and knowledge one has, the easier it is to solve the problem. For example, in literature, artistic literature is considered to play a significant role in developing creativity in young creators. The more books a child reads, whether they are realistic or fantastic, the more knowledge and ideas they will have about the world. Imaginative thinking is a vital component of creativity. A problem solution or a new idea first appears in the imagination and then is created. Sometimes, creators emphasize that even when they start the process without any ideas, they achieve good results at the end. For instance, Sufi creator and philosopher Jalaluddin Rumi, and many other writers, wrote that when they were writing their works, thoughts on the matter flowed from their pens spontaneously. In this case, the information accumulated in a person's subconscious throughout their life is involuntarily and voluntarily mobilized. One of the fundamental factors in fostering creative thinking is observation. I.P. Pavlov considered observation to be a primary condition of cognition. It was not without reason that the phrase "Observation and more observation" was inscribed on the front of the biology station building he established in the city of Pavlov.

D. Ushinsky posited that "If education seeks to cultivate children's intellect, it must train their observational abilities." Consequently, fostering attentiveness in the burgeoning generation is a pivotal task within pedagogy.

In augmenting the creative competencies of students, a conducive, uninhibited environment is particularly crucial. This is because perfectionism, defined as the relentless pursuit of flawlessness, is a significant impediment to initiating the discovery and creation of novel concepts. By nurturing traits of risk-taking and perseverance in young creators, novel and original ideas can be effectively elicited.

Based on the principle of "launch then refine," it is crucial to transform their hesitancy into audacity. A subsequent objective involves fostering enthusiasm and motivation to conquer new heights by incentivizing their successes and instilling a sense of fulfillment in their endeavors.

Another integral component of creativity is curiosity, which serves as the impetus for individuals to discover and explore novel concepts. When does curiosity arise? In instances where questions emerge. Educators can amplify curiosity in young creators by posing inquiries pertaining to specific issues.

In conclusion, it can be stated that in the rapidly evolving 21st century, an era marked by the swift advancement of technologies, cultivating the creativity and intellectual potential of young people will significantly contribute to both the social and spiritual development of our society.

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