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THE ROLE OF CREATIVE THINKING IN STUDENT SOLUTIONS OF DOLLAR PROBLEMS

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Abstract: In our country much attention is paid to the education system. Modern educational standards are oriented to the world standards, to educate domestic students with quality demanded knowledge and skills, physically and spiritually mature people. Growing up should contribute to the discovery of abilities and talents, personal qualities such as feelings of patriotism, humanity, devotion to their profession. This article shows ways of consistent realization of such goals.

Key words: creative thinking, international studies, factors hindering the development of creativity, creative potential, pedagogical creativity

In different regions of the world, creative ideas became the basis for the development of human culture, the development of natural sciences, philosophy, art and humanities. Creative thinking is different from just random thinking. Creative thinking is a real competence based on knowledge and experience, which creates conditions for people to achieve the expected results in tense and complex situations. The task of education is to provide students with the necessary competencies for success in the future.

For this reason, they help to adapt to a world that is rapidly changing in the process of globalization, advanced literacy and digitization, and flexible workers with modern requirements. As a result of students acquiring creative thinking, they develop the ability to use new technologies to solve current problems, to work in sectors that have not yet been created, to perform tasks that cannot be performed by machines, and to solve global problems.

In order to accelerate the student's thinking, curiosity and motivation, it is necessary to develop new styles of technology and forms of learning that reveal new aspects of his creativity. Learning these developmental styles helps slow learners to express themselves and increase their interests. Creative thinking can be purposeful and practical, like other abilities. In the eyes of some teachers, increasing the student's creative thinking seems to involve engaging in other activities outside the curriculum. In fact, students' ability to think creatively in all subjects is taken into account. Another advantage of creative thinking is that the student acquires basic knowledge not by memorization, but by supporting the ability to search and discover.

The difference between this field and other fields is that students can discover new experiences using various visual aids, processes, and information materials, test them through laboratory or other experiments, and increase their independent thinking. Creative visual expression is the most popular field today. Since the 21st century is the age of technology, the development of the digital communication system allows the automatic transmission and projection of text and images.

In tests given in the field of visual processing, students perform open visual exercises using digital drawing equipment. Using the provided textual information and prompting questions to suggest visual reasoning, and to suggest or modify various visual representations based on additional information. Solving social problems: Students use creative thinking skills to solve

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individual and social problems. In this case, the existing problem is looked at from a social point of view, that is, ways of finding a solution to the needs of each person are sought, regardless of the problem's personal, educational and social global nature. In this field, students' abilities such as innovative, practical solutions to global problems, identifying the needs of social groups, and expressing a positive attitude to the opinions of others are developed through creative thinking. Pupils who complete the tasks in the tests created within the framework of solving social problems are required to collect ideas for finding a social solution to the problem, regardless of whether the problem is personal or global.

Solving scientific problems:

Creative thinking in the scientific field can occur through the following methods: in the framework of experiments that increase the hypothesis, based on ideas that develop knowledge, advance ideas that increase practical interest, develop inventions and new engineering plans, etc. In the inquiry sessions, the students will be able to perform the experiments and discover new inventions with the materials of their choice. In the field of science, creative thinking is inextricably linked to scientific research skills. includes various aspects of creative thinking in different scientific context s.

In this, students should perform exercises to find a solution to an open-ended problem in a scientific context, use the given information, and develop thoughts and ideas that give hypotheses in a scientific sense. interactive simulations and games are among the best ways to assess creative thinking in scientific problem solving because such environments allow students to make personal choices and actions. can provide such evaluation opportunities through their participation in the process of discovery and failure determined by scientific innovation. The ideas used in the PISA international program of the competence model of creative thinking can be as follows: in the form of answers to questions about written, visual, social problems and scientific phenomena.

In the test sections, open-type tasks and contexts are presented that determine the ability of students to express new opinions. In this, the results of the test sections can reveal all aspects of creative thinking at the international level. Even in such conditions, the test sections are all part of the competency model. cannot control its aspects. Evaluating students' ideas requires appropriate cognitive skills, practical and creative experiences. How many ideas a person can express shows his ability to think creatively. This situation shows that he has a deep thought. Creative thinking sets a goal in front of him and ends with the desired result.

The expected creative thinking skills are not characterized by the creation of unusual innovations, but by the fact that they are creative activities that give the desired result. Assessing the students' thinking processes helps to find effective and productive ideas. New ideas are found in these processes. or existing ideas are reshaped. Processes of repetition and evaluation can be the basis of creative thinking. The skill formed by the ability to identify the flaws and conveniences in the ideas given by other people from the outside serves as the basis of working as a team.

Internal creative efficiency refers to the confidence a person needs to be able to perform a task creatively. Self-confidence in terms of goal orientation and creativity are closely related, and some researchers believe that the internal creative efficiency in a person is important in determining whether he will act despite the difficulty and finally complete the task. such firm

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belief in a person, in turn, depends on the diligence, mood and social status of the task to be performed.

Industry readiness means that a certain level of pre-existing knowledge and experience in a certain field is required for a person to successfully carry out a creative work. It can be concluded that the more knowledge a person has, the better he understands the relationship between different information related to the field and the greater the opportunity to discover creative ideas Openness to experience and learning "Creative people" There is a great deal of literature on identifying personality traits that describe Empirical research on the personality of creative people usually uses questionnaires and uses creativity as a relatively stable personality trait.

These studies show that most creative people are prone to thinking, and thus, collectively, to "openness": that is, they have both "openness to experience" and "openness to learning" (although both options seem to underlie the larger "openness" factor). indicates that it exists.

Task motivation Task motivation, which is the main motivation for the creative approach, is reflected in the research carried out by Amabail. The main conclusion from this is that people need to have a high level of creative potential in order to have high level of skills, but they cannot perform a creative approach if they are not sufficiently motivated.

Conclusion:

Through a series of researches in the field of education, various methods of teaching or learning have been investigated that increase the probability of the formation of knowledge and skills. Research shows that creative thinking can be effectively developed by working together in a team environment that allows for the creation of knowledge and skills. In other words, schools function as knowledge and skill-generating organizations, where students are actively engaged in creative and regular activities infused with new ideas. When the process of creating knowledge becomes a purposeful activity that is an integral part of the educational process, i.e. a daily activity, the student contributes to the development of society with new opinions and practical activities that constantly develop these opinions. It can also be created by "looking at the world with eyes of questioning wonder." Looking at the world with questioning wonder means the process of a student trying to understand the world, and this motivates students to put forward their opinions about various events.

Creative approach The creativity of students is manifested in their creative thinking abilities, especially in performing most of the "invisible" tasks of the creative thinking process. Over the years, a lot of literature has appeared on the importance of human creativity in several fields and its analysis. According to the definitions given in this written literature, creative excellence is considered new and useful in relation to a certain social sphere. In the course of education, the creative approach has its "daily" form. For example, it is manifested through expressive activities of writing, drawing, music or other areas of "art", generating new knowledge and concepts, or finding creative solutions to various open-ended questions.

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