

**DEVELOPING STUDENT CREATIVITY AS A PSYCHOLOGICAL-  
PEDAGOGICAL PROBLEM**

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**Annotation.** *The article identifies effective ways to prepare future teachers for creative activity in higher education institutions and selects its specific content, as well as a clear way to generalize the creativity, social and professional training of future professionals in the educational process and tools are shown*

**Keywords:** *Creativity, creative activity, creativity, problem, hypothesis, method, creative thinking, Intellectual thinking*

The evolution of the universe continues to be filled with man-made discoveries. This is an objective fact. Regardless of the content, essence and names of the stages of development in the history of mankind, the human factor remains the social order of education, its upbringing. Special attention is paid to the upbringing of a harmoniously developed generation of creative thinkers, and it is no coincidence that it is one of the priorities. the ability to use objects and equipment in a non-standard way. On the outside, this may seem like a great thing, but at the same time simple. The thought arises: "Why didn't I think of that before?" This insignificant approach to problem solving is creativity. Psychologists have called the problem of creativity and creativity the problem of the century. Although there are many (more than 100) definitions of creativity, there is still no consensus on what creativity is. The first theoretical and practical research in this field was conducted in 1959 by the American psychologist John Paul Gilford. implied (understood) thinking that allows ways to happen, leading to unexpected conclusions and results. Such thinking is opposed to convergent thinking. From a philosophical point of view, creativity refers to the ability to think creatively, the beginning of creative creativity, the activity of people to change the natural and social world on the basis of objective laws of real reality in accordance with human goals and needs.

In pedagogy, creativity is studied in terms of problem situations and generally represents the ability to solve a myriad of tasks in a constantly changing situation - the ability to make decisions in different situations, as well as the following set of competencies:

- Express their needs and interests;
- ability to find other sources of information;
- ability to make decisions in different pedagogical situations;
- the ability to invent (produce) unique (original) ways to solve a problem.

In psychology, the concept of creativity is interpreted differently: associative theory studies creativity in terms of the emergence (emergence) of associations; gestal psychology - in terms of productive thinking; psychoanalysis (psychoanalysis) - in terms of shaping creative energy and motivation for creative activity, and in humanistic psychology - through the actualization of motivation (motivation) and self-renewal (independent). In our opinion, the definition in the dictionary of psychology summarizes all these psychological approaches: "creativity" - the individual's mental (mental) actions, emotional-motivational processes, communication with other individuals, as well as initiative, activity, creation liq - reproduction - are creative abilities that are manifested in various forms and types, such as the production of one or another object, associated with the production of products of energetic activity.

The question of how to distinguish between the concepts of "creativity" and "creativity" is still

controversial. Initially, most researchers studied creativity as part of a general approach to the study of creative psychology. T.A. Rebecca, there are two approaches to the study of creativity: the first combines creativity and ingenuity, and the second describes the essence of creation from the point of view of the creator. Modern research on creativity abroad takes a variety of approaches.

Today, there are conflicting views on the relationship between the concepts of "creativity" and "creation (blindness)" in teaching and interpreting the connection. There are three approaches to this issue:

1. The concepts of "creativity" and "creation (blindness)" are considered synonymous, that is, the study of creativity is carried out within the psychology of creation (blindness), these concepts are inseparable.

Creativity is studied as a separate phenomenon, and creativity is the formation of the creation of subject-personal novelty and significance. Creativity (blindness) is studied as a phenomenon that reflects the interaction of the innovation created by the subject of activity with the existing socio-cultural context. That is, creativity means creating new opportunities for the subject. Creativity (blindness) is generally understood as the creation of new opportunities for culture. Ye. Picard and M. Boden.

2. Creativity is a special aspect of the study of creativity (blindness) and is considered as an inner, potential human potential. For example, scholar Ya.A. Ponoameryov proposes a holistic concept of creativity as a mental process, and distinguishes creativity as one of the aspects of an individual's creative potential.

We also chose this approach because the study of creativity as one of the aspects of creativity allows us to observe the ambiguity and complexity of its manifestation. In addition, in this case, it is possible to study creativity in relation to the general laws of creation (blindness). The student age corresponds to the beginning of the period characterized by individualization, which is "associated with the formation and development of a person's own unique worldview, the definition and implementation of his own personal lifestyle." will come. The student is characterized by learning (understanding, comprehending) and deepening knowledge of new areas of information in specific areas, mastering ways to stimulate positive motivation for reproductive and creative activities to shape students' interest in learning in professional activities. A person's self-worth, self-awareness, self-awareness, valuable life experience; the relative formation of value bases, the formed worldview are the age characteristics of the student.

Conclusion: The creativity of undergraduate students in pedagogical education is the ability to realize their potential, abilities and potentials, to change activities based on the needs of knowledge in the field of pedagogy and psychology. Iajak is said to be characterized by the ability to quickly produce non-standard and functionally applied unconventional ideas to achieve a creative result in professional activity.

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