



Factors for Development of Students' Creativity in Higher Education

Nilufar Bakhadirovna Makhamadalieva
Teacher, Tashkent State Technical University

Abstract: The purpose of the article is to focus on the factors of formation and development of students' creativity in the process of studying in higher education institutions. The article is based on the results of the authors' qualitative and observational studies. Qualitative research is informed by in-depth expert interviews with experts in higher education. The authors determined the factors, conditions and levels of the process of developing student creativity in higher education institutions and analyzed its content.

Keywords: Creativity, higher education, levels of the process, freedom of self-expression, pedagogical practices, and sense of satisfaction.

INTRODUCTION

One of the main tasks of education, which is one of the current topics of the development of our society, is the development of thinking human capital with modern knowledge and the ability to think creatively. One of the main factors of the growth of human thinking is his creative thinking, in order to develop creativity, it is first necessary to form knowledge, skills, and abilities.

Creativity applies to every field; experts identify what they consider to be useful and novel to that particular field. The higher the demand in each field, the higher the creativity. Creativity is characteristic of every person, but people develop it or, on the contrary, lose it under the influence of various factors. To develop creativity, it is necessary to teach sensitivity to problems, harmony, search for answers and solutions, put forward hypotheses, test them and generalize the results. One of the most important human needs and leading values is self-development, self-expression, striving to develop one's potential. Openness to innovation, the ability to find non-standard solutions, security of the external environment, freedom of self-expression are the conditions for realizing potential and self-development.

The world of creativity in higher education is an ambiguous and complex business that requires challenges and facilitators to use their creativity. The importance of stimulating the creativity of students of higher education institutions is widely recognized due to the need to prepare young people for the uncertain and complex world of work, which requires individuals to be skilled in using their creative abilities. Although there is a general perception of creativity among university students, teachers are generally not familiar with the educational environment that fosters creativity. In addition, many factors affect the manifestation of creative creativity in higher education institutions, for example, student resistance, organizational structure of universities, teachers' attributes and pedagogical practices.

Nowadays, creativity is increasingly recognized by scientists and specialists in various fields. Research on the development of creativity shows that in modern society, those who do not use the ability to be creative fail in one or more areas of life. While creativity may have been a luxury for some during the Renaissance, today it is a necessity for our survival. Creativity helps people to make better use of opportunities and to respond more seriously to challenges in their personal and professional lives. Creative behaviors also contribute to quality of life, and their expression is often



accompanied by a sense of satisfaction and pleasure, which is one of the key elements of emotional well-being and mental health. Creativity is also important in the field of education, and as a result, it is an important factor for innovation and the success of organizations.

Material and methods

According to scientists, the decisive contribution to the development of students' creativity is the comprehensive, systematic application of the concept of personal, procedural and ecological concepts in accordance with three distinct levels in a higher educational institution. This article examines the flourishing of creativity in higher education, its various challenges, and some of the factors that promote creativity in this type of educational environment.

Discussions with several countries and the implementation of the educational policy aimed at developing the creative qualities of students led to the further development of the quality of education and the creation of innovations. Providing teaching opportunities for creativity has become an important part of the university. In higher education, it is necessary to take into account the important role of creativity in the process of preparing students for the uncertain and complex world of activity, which requires professors and teachers to be able to use their creative aspects. It is necessary to pay attention to the important role of creativity in society, that is, knowledge. For these reasons, university professors and teachers should be able to create an environment that includes strategies, approaches, methods, and guidelines aimed at developing students' creative abilities.

Different perspectives for the development of creativity in the educational process can be considered. One of the approaches to the study of creativity in education is related to the introduction of the competence approach, which is based on the consideration of creativity taking into account the interdependence of several components: methodological, procedural, personal and panoramic.

According to this approach, creative competence is the ability to work effectively and innovatively in conditions of uncertainty to solve specific practical problems, knowledge and experience, readiness to flexibly use the acquired knowledge, self-education and self-improvement. Depending on the topic, creativity in education is studied in four aspects: personal (creativity of staff and students), group (communication, cooperation), procedural, institutional (factors and environmental conditions). The main opportunities for the development of creativity during studies at the university are educational activities and a comfortable climate, curriculum. The development of creativity in higher education is beneficial for people and their personal achievements, as well as for society. Because all employers need their employees to have effective strategies, problem solving and independent thinking to cope with the situations they may encounter, to cope with rapid changes and to solve unpredictable problems. The development of students' creativity depends on the degree to which teachers' creative qualities are developed. The level of creativity of teachers is related to how students evaluate the characteristics related to creativity, that is, the more creative a teacher is, the more he can develop the characteristics related to creativity in students.

In addition, the leadership and leadership aspects of the teacher and his ability to perceive students are also related to creativity. There are differences between students' and professors' perceptions and understandings of creativity. While students emphasize creativity mainly as a characteristic of a person or process, professors understand student creativity through personal reflection, independent decision-making, curiosity and motivation, and the creation and development of new things. Another factor contributing to the development of creativity in higher education is not limited to traditional forms of scientific development, it is necessary to promote an institutional culture that attaches great importance to creativity and its manifestation. The need for cultural change in higher education, including as one of its elements "helping teachers to understand and realize their creative



qualities and to recognize it as an integral part of their professional skills", as well as it is necessary to provide an exemplary environment that stimulates the thinking and personal development of teachers and students.

Since the role of teachers in the development of students' creative potential is important, creativity should be a widely covered topic in professional development of teachers, in preparing teachers to recognize and develop students' creative abilities. Also, teachers should have information about various factors that influence thinking and pedagogical practices that can be used in the classroom to develop students' creative abilities. The university should help its professors and teachers in creating conditions. Among other methods, the following techniques can be used to develop creativity in higher education classrooms:

- Having enough time and audience in the curriculum to allow students to develop creative qualities.
- Allow students the freedom to work in new and interesting ways in a variety of work settings that are sufficiently varied and allow all students to be creative.
- Engaging students in authentic, challenging and exciting work.
- Design assessments that allow for unspecified outcomes
- Creating a departmental environment that encourages thinking and personal development for staff and students.
- Continue academic debates within the discipline and dialogue with various stakeholders about the nature of the subject and the role of creativity in it.
- There are other recommendations for developing creativity. These are as follows;
- Taking into account students' previous knowledge.
- Allow time for dialogue, listen to students with respect.
- Helping students overcome emotional barriers such as fear of making mistakes and fear of criticism.
- Encouragement. They should deal with topics that interest students more.
- Improving the effectiveness of the teaching methods used in the lesson.
- Criticize students only with respect.
- Encourage students to express new ideas.
- Asking provocative questions.
- Positive relationship with students.
- Promotion. a psychologically safe environment where students are not afraid to express themselves
- Understanding individual differences in behavior and problem-solving skills.

In the process of education of future teachers, especially in the years of professional training of teachers of higher education, it is important to develop creative qualities. This needs to be done not just by introducing a single subject of creativity into teacher education curricula, but through authentic creative development teaching and learning environments where prospective teachers experience as students what they can do as teachers.



Results and Discussions

One of the factors discussed in the literature to explain the use of creativity development strategies in higher education institutions is teachers' previous school experience.

Beghetto argues that teaching beliefs, knowledge, and the impact of teaching on practice are deeply rooted in experience as a former student. Also, the influence of additional educational courses and socio-cultural structures plays an important role in increasing students' creativity culture. If we take into account that the creativity of students is the main issue in each direction of pedagogical sciences, the importance of creativity of teachers is taken into account in very few cases. At the same time, teachers play one of the most important roles in the educational process; hence higher education this issue should not be ignored in the process of improving students' qualifications. Seminar-trainings have a positive effect on the generation of ideas, creativity of solutions and leadership effectiveness. The introduction of educational methods into the educational process opens up the creative possibilities of higher education students.

Conclusion.

Professors and students of higher education face many problems. One of the issues discussed in this dissertation is related to the need to promote a culture of creativity that encourages the development of creativity among teachers and students. In today's information age, there is a need for specialists who are able to create new ideas, respond to high demand, create innovative models, and propose and implement competitive projects. The success of such an activity is the high popularization of reading among students, the formation and development of high creative qualities in professionals. It is not for nothing that representatives of the authorities and private businesses want to recruit young professionals to their teams, i.e., creative thinkers and innovative workers from among graduates of higher education for well-paid jobs. The great creative potential of young people, developed and implemented in a perfect and methodical manner, will bring great benefits to employers.

The problem of matching the needs of the labor market arises, the mechanisms for the formation and development of creative potential in students within the framework of the performance of work functions in selected specialties and educational areas require the adequate development of creative thinking specialists from higher education institutions. . It is necessary to organize opportunities for professors to reflect on their pedagogical practices, participate in dialogue and discuss. Creating an innovative environment that provides active learning and encourages students to use creativity in combination with various skills should be considered as an urgent issue for university teachers. In addition, continuous professional development programs for professors of higher education should be organized. We hope that this article will contribute to bringing attention to the importance of creativity in higher education. Although some faculty members recognize the importance of creativity, they need to do more research and work to ensure a higher education culture that supports and encourages creativity.

REFERENCES

1. Erpenbeck J., M. Sauer. Das Forschungs-und Entwicklungsprogramm «Lernkultur Kompetenzentwicklung». Arbeitsgemeinschaft Qualifikations-Entwicklungs-Management (Hrsg.): Kompetenzentwicklung 2000: Lernen im Wandel - Wandel durch Lernen. Munster. 2000.
2. B. Goldsmith, R. Bridgstock. Creative graduate pathways within and beyond the creative industries. *Journal of Education and Work*, Vol. 28, No. 4, 369-387, 2015. doi: 10.1080/13639080.2014.99768



3. Abdullayeva, Markhabo (2022). THE APPEARANCE OF THE TERM “EDUCATION DICTIONARY” IN WORLD LINGUISTICS IS ANALYZED. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2 (Special Issue 29), 48-52.
4. Nizametdinovna, N. M. (2020). FACTORS OF ANTHROPONYMES FORMATION IN ENGLISH AND UZBEK LINGUOCULTURES. *Тил, таълим, таржима” халқаро журнали*, 2(1).
5. Makhamadaliyeva, Nilufar Baxadirovna FUNCTIONS OF PHRASEOLOGICAL COMPOUNDS IN LANGUAGE LEXICAL LAYER // *ORIENSS*. 2021. №11. URL: <https://cyberleninka.ru/article/n/functions-of-phraseological-compounds-in-language-lexical-layer> (дата обращения: 06.03.2023).
6. Khayrulla Khudoyorovich Hamidov. (2020). Translation Of Common Words And Phrases In The Novel “Days Gone By” By Abdulla Kadiri. *CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES*, 1(01), 12–18.
7. Karima Saydanovna Rakhmanberdiyeva. Students in English classes issues of effective speech development. <https://wos.academiascience.org/index.php/wos/article/view/180>.
8. Saodat S. THE BENEFITS OF USING CRITICAL INCIDENTS IN TEACHING LANGUAGES //Conference. *PERSPECTIVES OF IMPLEMENTING INTERNATIONAL EXPERIENCE IN FOREIGN LANGUAGES TEACHING*. – 2021. – Т. 11. – С. 86-89.
9. Akramxodjayeva DilfuzaAbduganiyevna. Talabalarida leksik kompetensiyalarni rivojlantirish.Ta'lim fidoyilari-Respublika ilmiy metodik jurnal ISSN 2180_2160. 2022/1/28. Pages 363-369
10. Ergesheva, N. T. (2021). Advanced Technology and Clil in Foreign Language Teaching. *INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH AND INNOVATIVE TECHNOLOGIES*, 2, 145–147. Retrieved from <http://mrit.academiascience.org/index.php/mrit/article/view/112>
11. Ochilova Nilufar Kabilovna Language Tourism and its Issues in Uzbekistan” IF (Impact Factor):9.5 /2022/ 64-66/ Vol.1No.6(2022):(IJNRAS) Volume: 01 Issue: 06 | 2022 ISSN: 2751-756X
12. Komilova, Dildora (2022). GIVING THE LEXICON OF EMOTIONAL EVALUATION IN LITERARY TRANSLATION. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2 (Special Issue 28-2), 34-39.
13. Abidova Zilola Xabibullaevna. Ingliz tilida f'el va f'el kategoriyalari tadqiqi. *Til o'qitish: yangi yondoshuv va innovatsiyalar* 2022/5/10. PP.92-95
14. Saidova, Makhsudakhon Abbasovna (2021). Ways to evaluate the professional competence of teachers and its formation. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1 (Special Issue 2), 168-172.
15. Maratova Dilbar Shakasimovna. (2022). ANALYSIS OF LEXICAL WORDS AND PHRASES. *Journal of Academic Research and Trends in Educational Sciences*, 1(5), 137–140. Retrieved from <http://ijournal.uz/index.php/jartes/article/view/71>
16. Maxamadaliyeva Nilufar. INGLIZ SIYOSIY NUTQIDA TOLERANTLIK KATEGORIYASINI AMALGA OSHIRISH STRATEGIYASI VA TAKTIKASI. *Ilm sarchashmalari*. 11.2022



17. Karima Saydanovna Rakhmanberdiyeva. FORMATION OF INDEPENDENT EDUCATION IN STUDENTS. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNAL. 2022/3/4. pages 328-330
18. Rakhmanberdiyeva, Karima Saydanovna (2022). ANALYSIS OF INDEPENDENT LEARNING TECHNOLOGY IN FOREIGN LANGUAGE TEACHING TO STUDENTS. Oriental renaissance: Innovative, educational, natural and social sciences, 2 (3), 35-39.