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Research Article

IMPORTANCE OF INNOVATIVE APPROACH IN DEVELOPING CREATIVITY IN STUDENTS

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Sayfullaeva Dilbar Izzatillayevna
Assistant Teachers Of The Department Of "Biomedical Engineering, Informatics And Biophysics" Of The Tashkent Medical Academy, Uzbekistan

Israilova Shakhzoda Adkhamjon
Assistant Teachers Of The Department Of "Biomedical Engineering, Informatics And Biophysics" Of The Tashkent Medical Academy, Uzbekistan

ABSTRACT

In the transition to economic knowledge, the most important role is played by people who are capable of working in the conditions of uncertainty and performing analytical tasks, improvisation and creativity.

KEYWORDS

Innovation, creativity, creative person, creative teacher, creative educational environment, biophysics.

INTRODUCTION

Issues of designing an educational process focused on solving the problems of identifying and supporting talented youth are moving today from the sphere of theoretical understanding and strategic planning directly into the field of pedagogical practice. The implementation of the education strategy throughout a person's life, digitalization, personalization of education, as well as the impact on education of the innovative nature of economic development and technology convergence are making significant changes in the educational environment and in educational technologies. However, it remains insufficiently studied how these changes affect the development of the creative potential of the individual, as well as how it is pedagogically advisable to create the necessary conditions for this, relying on modern technologies.

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The goal of our scientific research work is to substantiate the laws of interdisciplinary communication technologies of academic lyceum and vocational physics education in medical higher education institutions. In accordance with the stated goal, the research was concentrated in two areas:

- analysis of pedagogical conditions for the development of students' creative potential in higher education;
- identification and justification of a system of pedagogical technologies for developing the creative potential of students in higher education;
- -teaching of biophysical sciences in higher medical educational institutions and identifying the factors of efficient use of modern medical devices;
- development of creativity in students in the process of teaching biophysical sciences in higher medical educational institutions and effective use of modern medical devices.

In accordance with the goal, thematic sources were also studied and program and strategic documents were analyzed, which reflected the main trends and prospects for the development of education. Theoretical research methods were used, including analysis and synthesis of scientific, methodological and pedagogical literature, and empirical methods, involving the study and generalization of the experience of socio-cultural activities in universities, observation; conversations; analysis of students' creativity.

When analyzing the pedagogical conditions for the development of the creative potential of students in higher education, it is important to proceed from a systematic understanding of the main strategic guidelines in the development of education, which form the request for the development of a creative personality. The strategy of lifelong education, to a much greater extent than was usually thought, is focused on the constant innovative renewal of the individual's experience, which is directly related to the demand for his creative abilities. Growing attention to the development of creativity is observed around the world. One of the components of innovative thinking is creative thinking. Thanks to creativity, a person is constantly in a state of search, movement, he is sensitive and receptive to any changes in the surrounding reality, to any transformations that arise in the thought process. The development of creative thinking enriches creative intellectual abilities, including the ability to bring something new, unique to experience, the ability to generate original ideas in conditions of resolution or contradiction.

At the same time, creativity research is still concentrated mainly around the issues of the essence and development of creative thinking, and the systems and technologies being developed for the development of creativity can rather be classified as thinking training practices ("fitness for the mind"), which is not always a sufficient condition for inclusion person into creative activity. In addition, in most works, the educational practices considered for the

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development of creativity either relate to school education or are focused on self-education and training for adults. At the same time, there is clearly not enough work devoted to the development of the creative potential of students in higher education. However, it is precisely the preparation of specialists who are creative in their work, conditions for the development and self-realization of talented youth that is today one of the priorities of the state educational policy.

This is recorded in the Law on Education of Uzbekistan, the National Doctrine of Education in Uzbekistan, the state educational standard, national projects, and in state program documents that define the requirements for the new generation of specialists (mastery of a system of heuristic methods and techniques; readiness for innovation; readiness to use technology formation of creative abilities, etc.).For example, education in the field of training medical personnel indicates that a graduate who has mastered the program must have such general cultural competencies as: readiness to act in non-standard situations, bear social and professional and ethical responsibility for decisions made; readiness for self-development, self-realization, and use of creative potential. More and more scientific research today is devoted to the analysis of the emerging opportunities for personal self-realization and its creative potential and, at the same time, emerging risks as a consequence of the digitalization of education. The issues of personalization of education and the conditions for the formation of creative capital are being actively studied.

Among the components of the formation of pedagogical conditions for the development of the creative potential of students in higher education, many researchers highlight the readiness of teaching staff themselves to innovatively update the educational process and the conditions for improving their qualifications. It seems to us that the active rethinking of the essence of creativity as a type of activity and social practice that has been taking place in recent decades is particularly significant. The theoretical and methodological foundations of the modern understanding of creative processes in education (creative practices) can be expressed in the following positions:

- any human activity can reach a creative level and any person has creative potential. Therefore, creative educational practices can be represented by a wide range of activities;
- creative educational practice is aimed at creating opportunities for identifying, presenting, realizing and developing the creative abilities of an individual. Therefore, this is not any innovative activity in education, but only one that contributes to the achievement of this goal.
- creative practice at its core is a sociocultural process involving a wide variety of participants (without restrictions on age, type of activity and the nature of its implementation), the significance and potential of which increases in the process of exchanging ideas, experiences, and creative products.The main characteristics of creative practices in education include the following:

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- the novelty of the activity, project, initiative, which has sociocultural significance;
- educational activity carried out over a certain period, creative in nature, resulting in a creative socially significant product and/or developing the creative potential of the individual;
- activities to teach creativity techniques and/or develop the creative potential of the individual;
- creative practice can be implemented in various organizational and content forms, such as: creative projects, volunteer creative practices, master classes, interactive practices, creative educational technologies, training practices, competitions, art technologies, design activities, experimental research, research activities, etc. We include the following as a model of pedagogical conditions for the development of students' creative potential.

Convergent nature of the educational environment. This suggests that new opportunities are opening up for the development of creativity with the emergence of new formats of the educational process, based on the convergence of educational technologies and new technologies emerging outside the educational sphere (digital, innovative technologies in the industrial and social spheres).

The convergence of technologies is becoming the basis for the emergence of such new formats in education as blended learning, learning in a social and industrial environment, virtual laboratories, coworking spaces, and foresight sessions. Formats such as project activities and activities in communities (online communities, Internet projects, etc.) are being updated. The integration of educational and extracurricular activities, the organized educational process and independent work of students is being updated. New educational formats significantly expand the range of opportunities for developing the creative potential of students. The development of creativity in the educational process has been and continues to be hampered by the predominance of traditional lecture-seminar forms of teaching, which allow, at best, to introduce only some techniques for developing creativity, leaving priority to the development, as a rule, of only vertical (logical-rational) thinking (E. de Bono).

Innovative pedagogical technologies and pedagogical support system. Pedagogical technologies for developing creativity are not limited to training in creative thinking; their essence lies in the holistic organization of students' creative practice. The main goal of pedagogical support is to awaken the desire of students to get involved in the process of amateur performances through tutoring and coaching, to help the student reveal their creative potential and determine the sphere of their creative self-realization. Using scaffolding and facilitation, support students at critical points in their creative activity. It is especially important that the creative practices of students are not perceived by them as something episodic, but become the basis for their discovery of their creative potential and are connected with the search for a professional and personal calling.

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Collaborative nature of educational activities. Individual creativity is always woven into social processes and finds incentives for its development in society. Today, thanks to the development of digital technologies and the emergence of new forms of organizing the educational process, the possibilities of collaboration are expanding. Creative practice from a pedagogical point of view involves the purposeful building of various forms of collaboration between students, between students and teachers and between teachers, as well as cooperation with a variety of social actors.

New competencies of students and teachers. New forms of organizing the educational process, participation in creative activities and obtaining creative products require the formation and development of a whole set of new competencies among both students and teachers.

The developing nature of creative practices. The initial set of skills and competencies is constantly enriched and developed in the process of creative practices by both students and teachers.

Systematic, holistic nature of creative practice. Any creative practice must contain the entire cycle of activity, starting with the study of the subject, the study of processes and conditions, the choice of material and means, and ending with the receipt of creative products or new experiences. Only in this case can creative practice itself act as a motivating factor for the beginning of a new cycle or new types of creative activity. And the effectiveness and quality of creative activity, in turn, depend on the completeness and systematic implementation of all pedagogical conditions.

From this we can conclude that the pedagogical conditions for the development of the creative potential of students in higher education should be integrated within the framework of creative platforms (creative practices), especially in medical universities.

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