E CONF SERIES

International Conference on Medical Science, Medicine and Public Health
Hosted online from Jakarta, Indonesia
Website: econfseries.com 30th January, 2025

SOCIAL PSYCHOLOGICAL FACTORS AFFECTING STUDENTS' SCIENTIFIC AND CREATIVE ACTIVITY

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Abstract
This article describes the psychological essence of scientific and creative activity, the term scientific and creative activity, social factors influencing the development of creative qualities, student activity, ways and forms of forming critical, creative thinking in young students, the flexibility of creative thinking, and the criteria of scientific and creative activity.

Keywords: Creative thinking, scientific and creative activity, motivation, ability, skill.

СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ, ВЛИЯЮЩИЕ НА НАУЧНУЮ И ТВОРЧЕСКУЮ ДЕЯТЕЛЬНОСТЬ СТУДЕНТОВ.

Аннотация
В статье описывается психологическая сущность научно-творческой деятельности, термин научно-творческая деятельность, социальные факторы, влияющие на развитие творческих качеств, студенческая активность, пути и формы формирования критического, творческого мышления у студенческой молодежи, гибкость творческого мышления, критерии научно-творческой деятельности.

Ключевые слова: Творческое мышление, научно-творческая деятельность, мотивация, способность, умение.

Introduction

Adapting to the innovations of the modern world, preparing the younger generation for the life of a constantly changing society and developing the ability to actively

participate in the processes of improving it in accordance with the requirements of the times is an important professional task of a teacher of a higher educational institution. Creativity involves organizing the educational process, building a creative educational process, developing creative potential using educational technologies, developing a balance of different methods, knowledge and skills. The essence of creativity is that if intelligence is a person's mental potential, then creativity is the ability to freely use this mental potential in a goal-oriented manner. The term creativity appeared in Anglo-American psychology in the 60s. It denotes the ability of an individual to create new concepts and develop new skills. J. Gilford indicates a number of individual abilities that characterize creativity:

– the ability to direct thought in a purposeful way;
– originality;
– curiosity;
– the ability to create hypotheses;
– ability to imagine (fantasy). [4.].

In our country, as a result of consistent reforms aimed at creating conditions for the full development and well-being of a person, the realization of his interests, and bringing the quality and efficiency of education to a new level, opportunities are being created for the widespread implementation of the development of students' creative abilities based on interactive teaching methods. The Development Strategy for the Further Development of the Republic of Uzbekistan sets out such priority tasks as "Building a people-oriented state through the further development of human dignity and a free civil society." Accordingly, the development of students' creative abilities based on interactive teaching methods is of great importance [1]. In order to fully understand the general essence of the process of developing creative qualities in a person, it is first necessary to understand the meaning of the concept of "creativity". The concept of "creativity" can be interpreted as follows: Creativity (lat., eng. "create" – creation, "creative" – creator, creator) – the creative ability of an individual, characterizing his readiness to generate new ideas and being part of giftedness as an independent factor. A.H. Maslow divides creativity into 2 types: creativity of talent and creativity of self-actualization of the individual. Since the creativity of self-actualization of the individual is inextricably linked with the

individual, we can encounter it in everyday life and in many areas of professional activity. A.H. Maslow identified two levels of self-actualization in creativity: the first is "involuntary creativity, in which a person suddenly comes to his senses, inspiration, has difficult experiences", "the second is voluntary, associated with hard work, continuous education, striving for perfection". A.H. Maslow sees creativity as a fundamental characteristic of human nature, an innate ability in all people, but one that is lost as a result of certain social barriers throughout life. Also, the criteria for creativity were defined by J.P. Gilford, E.P. Torrance:

• fluency: the ability to generate a large number of ideas in a given period of time;
• originality: the ability to generate unusual, non-standard ideas that differ from the obvious, well-known, generally accepted, simple or strictly defined;
• sensitivity: sensitivity to unusual details, contradictions and various uncertainties, readiness to quickly switch from one idea to another;
• moderation: readiness to work in an unusual context, a tendency to symbolic, unifying thinking, the ability to see in simple and complex conditions;
• development: the ability to develop emerging ideas in detail, to transform them into levels and subsystems;
• resistance to stagnation: resistance to uniformity, that is, resistance to the patterns of various information that come in the process of solving a problem.
• – uncertainty: the ability to independently respond to stimuli;

Researcher G. Ibragimova expressed the stages of creativity development in students in the process of interactive learning as follows:

1. Reproductive-risk stage. This stage is characterized by the formation of creative activity, creative activity and a tendency to creativity in students, understanding the essence of innovative technologies in education and the emergence and formation of new ideas.

2. Creative-search research stage. It is determined by the formation of research, creative activity, non-standard thinking, cognitive independence, improvisation, and innovation skills in students.

3. Creativity, innovation stage. It includes processes related to the practical application, evaluation, analysis, popularization and wide implementation of the created innovation, as well as the development of strategic plans aimed at the future

[5.]. Interactive learning is considered important in the process of developing creative abilities in learners. Interactive learning is a system of teaching methods based on the needs of the learner to activate cognitive activity and the educational process is organized on the basis of mutual cooperation, based on the "subject-subject" relationships. In this case, mutual action is based on such principles as the activation of learners, building on group experience, and establishing feedback. Therefore, an important condition for developing creative abilities in learners through interactive learning methods and technologies is the creation of a free-creative environment in the educational process, the establishment of a learning process based on the joint relations and mutual cooperation of professors, teachers and learners.

There are a number of factors that develop creative abilities in students, some of which can be cited below:

– developing creative thinking skills, forming creative activity, strengthening the direction of research and problem-based research in the educational process;

– organizing situations for students to creatively solve problems and develop creative activities;

– achieving students' approach to the experience of creative activity as a professional necessity and a component of the content of future professional activity;

– directing the process of developing students' professional skills and abilities to develop on the basis of work on interactive methods and technologies, in which they can demonstrate independent creative activity, obtain independent knowledge, self-education, self-knowledge, gain their own position, activate students' abilities to work independently, and achieve their creative thinking in this process;

– creating a favorable environment for creative cooperation for students to demonstrate their creative abilities.

Analysis of scientific literature makes it possible to distinguish the following interrelated structural components of creativity:

1. Intellectual (mental).
2. Moral (self-control).
3. Motivational (purposeful).
4. Emotional (emotional).

Creative ability consists of the following interrelated parts:
1. Creative goal.
2. Creative aspiration.
3. Creative (setting) construction.
4. Creative direction.
5. Creative expressive act.
6. Creative self-control.
7. Creative activity.
8. Level of creative aspirations.

The student's creativity appears and develops in his creative activity. Creativity is manifested in the creative aspiration, creative ability, creative goal, direction and self-control of the student in his creative activity and indicates that he is becoming a mature, developing and growing person with his activity and self-control. The student's creative competence is reflected as his general characteristic. It is considered the initial condition and result of creative activity.

FOYDALANILGAN ADABIYOTLAR:

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