

TEACHING STUDENTS TO THINK CREATIVELY

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Abstract: *This article describes the problem of increasing the self-activity of the assimilation of knowledge independent thinking by organizing self-education in higher educational institutions. Identifying problem signs in independent learning allows us to separate important information from secondary information and look for factors and additions.*

Key words: *education, development activities, practical lessons, free thinking, activities, self – study, to exchange opinions, free thinking, discussing, education activates, self – thinking, training.*

In the education process independent study requires strict adherence to certain didactic tasks. In independent study, the conditions are not known in advance. If the student cannot find a solution in the process of performing independent educational work given by the teacher, then he will not be able to face this situation and turn this independent work into a situation that allows him to seek a solution. When the terms of independent study are pre-determined by the compiler, the student is not required to demonstrate modification skills. In independent learning, you have to perform tasks that do not have more conditions. On the basis of independent learning, the subject becomes acquainted with the laws of changing conditions, uses existing skills and abilities to analyze a specific problem and perform independent work. Forming concepts using independent learning allows subjects to independently identify problem signs, extract important information from secondary information, and search for additions.

Subjective goals of the educational process for students studying in higher education institutions to strengthen their knowledge, self-education, independent work, and development of knowledge, the formation of understanding, skills, and abilities are to organize regular independent study accordingly. Independent learning - when successfully completed, students' independence is nurtured. Usually, independent study is brought to the attention of students in the form of an issue that can be addressed immediately. In the process of offering students independent learning in the form of problems, in the process of searching for or expressing conditions in specific problem situations, the activities organized by the subjects seem to be performed by the teacher instead of the students.

Independent learning, which allows for independent work, involves the creation of favorable conditions for students with low levels and unsatisfactory mastery of concepts, reasons and values. Independent education is the organization of regular independent activity in accordance with the subjective purpose of the educational process for the formation of self-education, independent learning, the development of imagination and skills.

The scientific principle of independent learning is necessary in order to create the right conditions for the teacher to reflect, understand, and master the laws of the teaching material. One of the first principles of the independent learning factor is the intellectual mastery of scientific approaches and advanced pedagogical practices. Scientific knowledge is a true reflection of reality. Only knowledge that reflects the laws of the world around us, the intrinsic properties of objects and events, and their interrelationships is scientific. Understanding of theoretical rules is an important feature of the scientific interpretation of the material, which determines the characteristics of the student's thinking activity. Scientific knowledge can reflect the reality inherent in science to varying degrees. The scientific interpretation is that one of the tasks of the rules of science in each group at all stages of independent learning is to understand the structure of theoretical data, in terms of how deeply it

reflects the world around them. In the process of acquiring scientific knowledge, students acquire a scientific outlook and a belief, thinking develops. The principle of scientific independence of independent education is aimed at equipping students with future scientific knowledge in accordance with the current level of education in order to acquaint young people with the methods of scientific research.

The historical experience of the institute in each period of social development shows that the task of education cannot be accomplished without a certain system. The system of interpretation of educational material depends on the ideas clearly stated in the curriculum, which of these ideas the teacher wants to explain, how old the students are, how much opportunity they have to learn, whether the student knows well or not, the nature of the specific thinking activity depends on how the process of mastering the knowledge in the lesson is usually explained. Therefore, the role of the educator in the education system is great in helping students to think freely, creatively, independently in the educational process and in independent work. It is expedient to use independent work in the structure of education and two principles in its organization - the principle of systematic and consistent work of independent work.

A characteristic feature of consistency is that it is aimed at further deepening, expanding and consolidating new knowledge, skills, competencies on the basis of previously acquired knowledge and skills of students. Independent work is also important in showing that each academic discipline is inextricably linked to each other through the principle of structure and consistency. The principle of independence of independent education is to strengthen the stated teaching materials and serve to supplement the previously taught materials, to ensure that students work independently and continuously and systematically, to ensure that the knowledge and skills acquired by students. The three principles of independent work organization are to link the practical work of independent work. The most basic and guiding rule is to link independent work with life and production practices. As students' independent, creative activities are served and connected to this activity, it helps them not only to master their content but also to apply their knowledge in practice in order to acquire this knowledge. In the organization of independent work, the tasks between the members of the group are clearly defined, and mutual cooperation is effective. The following elements should be taken into account when organizing independent work of students.

- Preparing students to work in groups, clearly adding assignments, giving an idea of group work, setting rules.
- Develop and discuss a plan for learning assignments. Identify solutions and share responsibilities.
- Be able to organize work on the completion of educational tasks.
- Monitor the work process and the workplaces of the members in the organization of group work and provide assistance if necessary.
- Provide information on the results of tasks in groups, group discussions, additions and corrections to the work process. The teacher draws conclusions and summarizes the results of the work.
- Establish peer review and monitoring of group assignments.
- Analytical assessment of the results of each group's work, group work.

The success of group work depends on the teacher's ability to organize learning activities. In other words, the ability of the teacher to organize the individual activities of each student in the group, each student to receive the support of the teacher, depends on the progress of the work and the success of the end result. There are a number of shortcomings in the organization of group work. One of the challenges is to be able to form and target groups.

When working in groups, if the student-student interaction is established, the group work will give the expected results. Independent work is provided to develop work skills in interactive methods. In independent work, students think creatively, developing skills and competencies to use in their learning activities. In the process of working in groups, students find it difficult to solve some difficult tasks independently. Therefore, in the organization of work in groups, it is necessary to organize individual work at the same time as the organization of general work. In these cases, good results can often be achieved. In general, depending on the level of difficulty of the assignments in the subjects, a creative environment is created in the group. Therefore, in practice, questions and answers, laboratory work, exercises should be as focused on the student as possible. In conclusion, it should be noted that practical training should be organized on the basis of interaction, interaction, debate, debate on the basis of a joint solution of an activity or problem.

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