HOW TO TEACH STUDENTS TO INDEPENDENT, CREATIVE THINKING THROUGH PRACTICAL ACTIVITIES

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ABSTRACT

This article is about ways of teaching students to self – study, creative thinking through organizing practical lesson with innovative technologies at higher educational organization. This article describes the problem of increasing the self – activate of the assimilation of knowledge independent thinking by organizing self – education in higher educational institutions.

KEYWORDS: *Practical Lessons, Free Thinking, Activities, Self – Study, To Exchange Opinions. Self – Education, Thinking, Education, Development Activities*

INTRODUCTION

One of the important requirements for the organization of modern education is to achieve high results in a short time without spending excessive mental and physical effort. President of Uzbekistan Shavkat Mirziyoev said - "It is important for us to bring up our children as truly patriotic people with independent thinking, modern knowledge and a strong life position."
[1]As the first President said: "If students do not learn to think freely, the effectiveness of education will be low definitely needing knowledge But knowledge goes its own way, and independent thinking is a great asset."

Promoting the harmonious and healthy development of their children is the main task not only of the family and the community, but also of the higher education system.

An important condition for the development of society is the perfection of the training system, the socio-economic development of the republic, improving the quality of personnel, the formation of independent, creative thinking skills of students, as I.A. Karimov said.

[2]To do this, the main task of teachers is to teach students to apply independent learning and independent work, in turn, to strengthen the knowledge and skills acquired in the classroom, to focus on conscious acquisition.

Identifying problem signs in independent learning allows you to separate important information from secondary information and look for factors and additions.

The educational process is aimed at strengthening the knowledge of students studying in higher education institutions, self-education, independent work, and development of knowledge, the formation of understanding, skills and abilities.

Students' independence is nurtured when independent learning is successfully completed. Usually, independent study is brought to the attention of students in the form of an issue that can be solved immediately. In the process of offering students independent learning in the form of a problem, 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.

[3]In independent study, the conditions are not known in advance. If the student cannot find a solution in the process of carrying out educational independent 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.

Independent learning requires strict adherence to certain didactic tasks.

When the conditions of independent study are pre-determined by the compiler, the student is not required to demonstrate the ability to change.

In independent learning, you have to complete tasks that do not have more conditions. On the basis of independent learning, the subject gets 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, separate important information from secondary information, and search for additions.

[4]Assimilation of independent learning-understanding, reason, and value orientations that enable independent work involves the creation of a conducive environment for students with low levels and dissatisfaction.

Independent learning is the organization of regular independent activity in accordance with the subjective purpose of the educational process on the formation of self-education, independent learning, the development of imagination, the formation of conceptual skills.

One of the first principles of the independent learning factor is the intellectual mastery of scientific ways and advanced pedagogical practices. Scientific knowledge is a true reflection of reality.

Only knowledge that reflects the laws of the surrounding world, the intrinsically important properties and interrelationships of things and events, is considered scientific.

The scientific principle of independent education is necessary in order to create the right conditions for the teacher to reflect, understand, master the laws of the teaching material.

[5]Understanding of theoretical rules is an important feature of interpreting material on a scientific basis, which determines the characteristics of the student's thinking activity. Scientific knowledge can reflect the realities inherent in science to varying degrees. The scientific interpretation is that one of the tasks of the rules of science in each group for 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 beliefs. Thinking develops.

Therefore, today the creation of technology of student self-development in higher education institutions is one of the most pressing issues facing the science of pedagogy.

Practical lessons are organized on the basis of scientificity, conformity to the nature of the student, consistency, systematization, comprehensibility, robustness, understanding and activity, the relevance of demonstration to practice, the ability to apply in practice and develop independent thinking and achieve the following.

When using active methods, he uses all his strength and skills by organizing practical training, tries to explain well with the help of visual aids, didactic handouts. The teacher exchanges ideas with students on the topic. Solves exercises by giving creative work. Performs development through independent work, repetition they will be able to master the content of education. The organization of practical classes on the basis of new technologies creates a favorable environment for students to master the learning process, allow students to exchange ideas. Conditions will be created for mutual receipt and transmission of information. They discuss and solve the issues that need to be resolved together. They find a joint solution to the situation. They demonstrate their knowledge to each other based on the information they receive. Inspired by each other, they become spiritually satisfied and unaware that time has passed. Each participant feels like the authors of the educational content. Achieve full mastery of the content of education.

The practical lesson is focused on everyone by the teacher, that is, there is a bit of abstraction. [6]It motivates everyone to search, think, work towards the same goal, regardless of their interests and abilities.

Due to the fact that the level of development and preparation of students is the same, the acquisition and mastery of knowledge and skills does not guarantee the same result.

Therefore, in practical classes, it is advisable to focus on the student's personality as much as possible to solve questions and answers, laboratory work, exercises.

In our society, economic, socio-political and spiritual-enlightenment reforms are one of the main goals of the Uzbek model founded by the First President IA Karimov: to form an independent-minded, free-thinking mindset.

Consequently, a democratic, civil society cannot be strengthened without shaping the free thinking of the individual. This social necessity has placed a great social order on the education system of the individual in the formation of his consciousness, thinking. Hence, one of the main goals of the process of forming an independent, free thinking of an individual in the system of continuing education. Therefore, the formation of students' creative thinking is a complex process that requires the educator to achieve the level of professional quality of the teacher-technologist.

In the organization of the educational process, the teacher must first pay attention to the content of education, scientific, modern, compliance with the SES. Accordingly, it is advisable to organize trainings during the practical training.

[7]Trainings are one of the main forms of additional education, the specificity of which is that students learn to use time efficiently, independently, to work, to make decisions.

There are methods of organizing and conducting the tanning that are universal in nature. For example, group discussions, game-based methods, situation modulation, human sensory development techniques, mediation techniques, and more.

Group - discussion - this method requires theoretical and practical, creative participants in the joint discussion of problematic issues. Such methods are designed to look at the solution of the

problem from different angles, each participant expresses a different opinion and on the basis of which a solution is brought. The facilitator leads the discussion by asking a variety of questions and initiating them toward a solution. If team members raise a question, they can also find a solution on their own without a manager.

The training can begin with a discussion of the rules of organization, and can end with a discussion of questions such as what is meant by a group, the formation of a group, and the criteria by which it is formed. Effective training leads to the acquisition of new skills, the development of creative, independent activities.

The trainings have the peculiarities of organizing independent work in groups.

- In this form, students are divided into groups, and each group is given specific, individual tasks.
- Each group works on separate (i.e. identical or stratified) tasks.
- The assignment is based on interaction or is organized under the guidance of a leader.
- In groups, the task is performed in such a way that at the end of the session, the contribution of each participant or group member is taken into account.

The composition of the group may not be permanent; they create an environment in which a member of the group has the opportunity to make his or her maximum contribution.

Groups can be formed in different sizes. Usually groups consist of 4-6 members.

It may be amended depending on the content and nature of the assignments.

The group should be formed in such a way that the presence of students with independent work skills in each group gives the expected results.

Some students felt the need for individual support in organizing group independent work. In such situations, it is advisable for the teacher to continue to help students who do not have a high level of preparation.

Group learning is very useful in laboratory work, practical classes, practice in the natural sciences, speech practice in the natural sciences, speech development classes (dialogue) in the study of texts, the study of historical materials and pedagogy. In these cases, interaction in groups, independent work gives good results.

Group learning activities are also very useful in the study of topics other than educational - thematic conferences, discussions, poetry readings, debates, questions and answers, small lectures on a particular topic, additional classes, and curricula.

Group members are very active in such learning activities

Show, their own opinion, the ability to defend their positions

Formed Collaborative, strong students in a group support them by helping a weak student, and creativity develops in the group as well.

In conclusion, new methods that are available during the trainings are discussed, studied, and skills are developed. They learn to work independently on this basis.

It should be noted that practical training should be organized on the basis of interaction, interaction, debate, reasoning, joint solution of an activity or problem.

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