



## TECHNOLOGY OF FORMATION OF CREATIVE THINKING AMONG STUDENTS OF HIGHER EDUCATION INSTITUTIONS

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<b>Received</b> 20 <sup>th</sup> July 2022 <b>Accepted:</b> 20 <sup>th</sup> August 2022 <b>Published:</b> 30 <sup>th</sup> September 2022	<p>The abilities of a future teacher can and should be manifested through creativity, which affects the personal professional trajectory, the relational system, which reflects original approaches, technologies, methods of educational activity. As a result, the achievement of the creative activity of the teacher will be a qualitatively new result.</p> <p>The article discusses creativity as the most important components of pedagogical skills and some technologies for the development of creative thinking.</p>
<b>Keywords:</b> Modern education, creativity, teacher-student, innovative approach, creative thinking, innovative methods, creative activity, pedagogical skill, quality of education, development.	

Innovation, intelligence, creativity are global problems of modern society, on the solution of which the prospects for development and the effectiveness of socio-cultural and economic processes depend. Therefore, increasing the intellectual and creative potential of society becomes the subject of large-scale psychological research and government programs around the world.

The peculiarities of the organization of cognitive activity based on a creative approach in the Higher education system. Modern pedagogical technologies, methods, forms, methods and means are of particular importance in creative teaching and upbringing. It is noted that modern society needs a creatively active person capable of offering creative ideas, extraordinary projects and programs.

The implementation of these programs implies the need to modernize education based on modern socio-cultural practice and all the achievements of human sciences. A special role in the radical transformation of modern education belongs to psychological and pedagogical science. One of the most pressing problems and dominant of modern education is the development of personal creativity in the broadest sense, creativity as a creative worldview, creative attitude to oneself and the world.

Often the concept of "creativity" is identified with the concept of "creativity". Theoretical analysis of the literature allowed us to distinguish these concepts. The difference is that creativity is understood as a process that has a certain specificity and leads to the creation of a new one, and creativity is considered as an internal resource of a person. Although there must be a moment of transformation in both creativity and creativity, but in creativity it concerns the system of knowledge and values of the subject himself, and in creativity some part of the system of socio-cultural relations, norms, values, knowledge, methods of action.

Based on the fact that creativity is formed and manifested in activity, then by purposefully organizing the activities of students in the process of studying an academic discipline, we can form the ability to be creative.

A review of published works on creativity, which are used in the learning process, is carried out. It is shown that:

- the creative potential of a personality manifests itself in the ability to independently see a problem or contradiction, find an adequate solution for them;

- allows you to include critical and analytical thinking;
- introduce methods of educational activity into a new situation;
- makes it possible to combine and synthesize previously learned methods of activity into new ones. Interactive technologies and teaching methods (interactive lecture, work in pairs, work in microgroups, brainstorming, the method of control questions, training sessions, creative tasks, project method, case method, open space technology) are characterized, which are used as a form of classes that contribute to the realization of creativity in the educational process.

The following indicators of creativity are determined:

- fluency, flexibility, originality, receptivity, metaphoricity, satisfaction. It is emphasized that the effectiveness of technologies used in the process of teaching and upbringing in the formation of creativity of students depends on the innovative nature of the activities of teachers and students;

- the active involvement of students in creativity;

- the possibility of using socio-pedagogical conditions in the formation of the creative potential of the individual;
- the organization of interaction between teachers and students in creative activities through interactive learning technologies.

The issue of the formation of students' creativity is especially relevant for the higher school system when considering educational problems such as the organization and management of the process of creative learning and education, and especially obtaining a result - the preparation of a graduate with a new type of thinking - creative, during which the creative potential of the individual and creativity in general develops. That is why today it is so necessary to explore the possibility of developing creativity as a personal category of a student in the process of education and upbringing. The formation of a person with creative potential presupposes the development of a fundamentally new culture of thinking, the essence of which is the development of human intelligence with the help of modern pedagogical teaching technologies. In such technologies, the emphasis is on the generation of knowledge, rather than on their organization and processing.

Educational activity at the higher education of culture is specific, since during the preparation of students, special attention is paid to the formation of creative abilities, resourcefulness, originality in solving problems, i.e. a creative approach to learning, to the organization of cognitive activity is implemented. The relevance of the use of creative activity in education is also determined by the fact that employers are currently paying attention to it when hiring our graduates, it is important for career advancement, creative self-realization of the individual is not possible without it. In this regard, the modern higher school solves an important task - to prepare its graduates for life and professional activity, which is characterized by competitiveness, professionalism, high requirements for the quality of work.

Creative activity and creativity are highly organized types of value creation activities that make it possible to create a culture as a whole. Modern society needs a creative specialist who is able to navigate independently in the rapid flow of scientific information, who is able to think critically, develop and defend his point of view. It is such a specialist - a developer of innovative technologies - that is necessary for the socio-cultural sphere. Increased requirements for the development of creative activity and creativity of a graduate of a university of culture are a socially and economically significant need of society, which can be met only with the help of appropriate teaching methods and technologies implemented within the framework of modern teaching models that take into account the requirements of the latest generation of state.

In scientific research, there has been a tendency to differentiate the concepts of "creativity", where creativity takes the place of one of the main components of both the category of "creativity" itself (this concept is broader, since it is not limited only to abilities) and its derivatives.

The creative process is based on the inspiration of the author, his abilities, traditions that he follows. If we talk about the creative process, then understanding why, for whom and how to create something becomes its main component. Creativity is always primary and fundamental. A creative product is the creation of something new, something that will be placed in a pre-selected prepared environment, something that will delight pre-selected visitors. Creativity outside of creativity is impossible. Creativity is only a technology for organizing the creative process, which is fruitless in itself, no matter what tasks are set before it.

Creativity in a broad sense is actually identified with creativity, but differs from the ordinary understanding of the creative process purely in the artistic sense, i.e. literary, visual, cinematic and other creativity. In some works devoted to the study of the phenomenon of creativity, the authors use the term "creativism" to denote the creative process, thus differentiating it from "creativity", which means, as noted, the ability to create. The term "creative competence" is also becoming increasingly widespread, the meaning of which in the analyzed publications completely coincides with the meaning of creativity.

As the Latin term creativity is "creativity", or "creation from nothing". Creativity is considered as the ability to create, the ability to generate, invent extraordinary, original things, to see your creative product in a special way. In the West, creativity refers to the technological element of creativity. Creativity (from the English word "creativity") is the level of creative giftedness, the ability to create, which is a relatively stable characteristic of a person. In the educational space, creativity is considered as the ability to generate new knowledge by technologically controlled expansion and transformation of the vision of reality as the future, capable of systematically organizing the present, i.e. creativity is creative construction in the mode of self-organization of the thinking process.

Creativity is the ability to take reasonable risks, it is the ability to overcome obstacles, it is internal motivation, tolerance to uncertainty, willingness to resist the opinions of others.

Revealing the similarity and difference between the concepts of "creativity" and "creativity" (the ability to create), it should be said that:

- they can be considered "as synonyms if we are talking only about the general creative ability";
- "creative abilities" are broader, as they include both general and special abilities;
- when considering different types of abilities, creativity is defined as a characteristic of any activity ability.

Creativity is seen in them as a meaningful component.

Thus, we can say that creativity is considered by psychologists as the ability to create, but not as creativity itself.

An analytical review of the literature has shown that the creative potential of an individual can manifest itself in such skills as independent vision of a problem, contradictions, critical thinking; the ability to formulate and analyze any problems, analytical thinking; the ability to find solutions for them; the ability to transfer knowledge, skills, and methods of educational activity to a new situation; the ability to see a new side in a familiar object; the ability to combine,

synthesize previously learned ways of activity into new ones, etc. These abilities are not always innate, they can and should be purposefully formed on the basis of creative pedagogy with the help of special educational technologies that contribute to the activation and intensification of students' activities, allowing them to develop the creative potential of the individual in educational and professional activities.

Creative pedagogy as a pedagogy striving to educate a creator (creative person) capable of coping with the ever-increasing complexity of life and the accelerated development of society.

Interactive technologies that allow students to interact with each other are the most effective for developing students' creativity in the learning process. The introduction of interactive technologies and teaching methods is one of the mandatory requirements of the Federal State Educational Standard. Interactive technologies and methods of conducting training sessions involve training in which all participants in the educational process (teacher and students) interact with each other, exchange information in a dialogue, jointly solve problems and tasks, simulate situations, etc.

Interactive technologies and teaching methods include: interactive lecture, work in pairs, work in microgroups, brainstorming, the method of control questions, training sessions, creative tasks, project method, case method, Open Space technology, etc. Let's characterize some of the listed technologies (methods).

There are different technologies of creative thinking that allow you to generate ideas effectively. Let's look at some of them:

"Round table". This technology of creative thinking is good, for example, when conducting any discussion. It is ideal for teamwork, but it is also suitable for individual use. This technique helps to control thinking, switch it. The bright colors of the hats make each of them distinguishable, noticeable, and help set the right direction for thoughts. The technique of putting on a hat for "thinking" helps to find inner peace and focus on solving the problem without hindrance: after all, putting on and taking off a hat is not a problem. Such a technique as putting on hats of different colors, each of which corresponds to a certain angle of view, helps to get away from unnecessary disputes and negative emotions, to reach agreement. Parallel thinking structures the decision process.

"Brainstorming". This technique allows you to collectively discover new ideas. Its goal is to get the maximum number of different ideas. The generation of ideas and their criticism are divided in time, and the participants in the creative process are divided into idea generators and critics. The voiced ideas are developed through the use of associations and are transformed, modified. Varieties of this technology of creative thinking are "Pirate Meeting", "Shadow Brain attack", "Reverse brain attack".

In our case, case-study is a pedagogical technology based on modeling a professionally significant situation in order to identify significant problems and find alternative solutions to eliminate them. A case is a multi-valued concept that is interpreted as:

- "case" (Latin casus), according to which the case method is called the discussion of various casuistic life or professional cases. Sometimes instead of case technology, the concept of "method of analyzing a specific situation" is used;
- description of a real case;
- demonstration of a real event in a particular field of activity, used to provoke a discussion, stimulate its participants to discuss, analyze and make a decision;
- educational material in which a situation is presented verbally, in writing or with the help of technical means of teaching, which contains actual economic, personal, moral, social or political problems.

An interactive lecture is a special state of immersion in the lecture process. It is a training event with the use of the following active forms of learning (facilitation, guided discussion or conversation, moderation, demonstration of slides or educational films, brainstorming, motivational speech). The interactive lecture combines aspects of a traditional lecture and a training game. If the resource of time and other information sources is limited, then it makes sense to use just such a lecture format. At the same time, both the teacher and the students can be the bearer of unique information. The following types of interactive lectures are distinguished: problem lecture, consultation lecture, "press conference" lectures, two-person lecture, talk lecture, lecture with planned mistakes (provocation lecture), research lecture, visualization lecture.

The method of control questions is an orderly search of various transformations of an object in search of the most powerful solution to a creative problem.

Work in microgroups is group work on designing the introduction of something into the learning process from the point of view of various subjects. So, group discussions contribute to a better assimilation of the studied material. A kind of group work is a round table, which is held in order to share problems, their own vision of the issue, to get acquainted with experience, achievements.

The purpose of the project learning method is to create conditions under which students independently and willingly receive the missing knowledge from different sources; learn to use the acquired knowledge to solve cognitive and practical problems; acquire communicative skills by working in various groups; develop research skills (skills of identifying problems, collecting information, observing, conducting experiments, analyzing, constructing hypotheses, generalizations); develop system thinking. The project method is not limited only to classroom classes (several classes can be used during the semester) and involves a fairly large amount of extracurricular joint independent work of students.

Training is a form of interactive learning, the purpose of which is to develop the competence of interpersonal and professional behavior in communication. The advantage of the training is that it ensures the active involvement of all participants in the learning process.

Open Space technology is a method of holding conferences and meetings that allows individual students or groups to interact effectively and make collective decisions. It is simple, but at the same time wise, as it is based on the natural laws of interaction between people. This technology is able to reveal knowledge, experience and innovations in the organization that are difficult to detect in less open processes.

The organization and conduct of classes using interactive forms of learning can combine both direct communication of students with the teacher and with each other, and the use of network resources (webinars, online broadcasts, etc.).

It should be noted that the considered interactive technologies and teaching methods can effectively form the creative potential of students of the University of culture. Indicators of creativity will be: fluency, flexibility, originality, receptivity, metaphoricity, satisfaction. All this is necessary for graduates in their further professional activities.

As a criterion of creativity, fluency manifests itself in generating a large number of ideas when solving a problem situation.

Flexibility is considered as a factor determined by measuring the productivity of divergent thinking (creativity). Flexibility manifests itself in the ability or propensity to switch from one type of reactions or solutions in a problem situation to another.

Originality is a dimension of creativity that manifests itself in generating novel (unexpected or statistically rare) reactions and solutions in a problem situation.

Receptivity means sensitivity to unusual details, contradictions and uncertainties.

Metaphoricity is found in the student's willingness to work in a completely unusual context, a tendency to symbolic, associative thinking, the ability to see the complex in the simple, and the simple in the complex.

The final characteristic of creativity is satisfaction. With a negative result, the meaning and further development of a sense of satisfaction are lost.

Currently, there is an intensification of research in the field of creative psychology in foreign and domestic pedagogy and psychology. In modern psychological science, a separate direction has developed that studies the problems of creativity and creative activity - the psychology of creativity. This section of psychology examines the creative abilities of a person in a rather versatile way.

The practical activity of university teachers confirms the results of scientific research, indicating that creative achievements have a social and personal character. It is quite obvious that it makes it necessary to take into account personal and social factors in the educational process in accordance with the didactic principles of differentiation and individualization, thus assuming not only consideration of the student's level of learning, but also his creative abilities (for example, the degree of giftedness), i.e. the level of development of creative thinking, dominant cognitive style (information processing style), cognitive styles of creativity, etc.

Under the cognitive style of creativity, the authors understand such variable characteristics of personality as the degree of value of ideas for an individual, perseverance, attitude to stereotypes, the number of various techniques and strategies in the creative process, the degree of divergence of thinking, etc. There are various classifications of creative styles. A well-known classification is a four-dimensional classification of creative styles, in which the following are distinguished: innovative (inquisitive), imaginative (insightful), intuitive (resourceful) and inspiring (dreamy) styles.

So, in order for the technologies used in the process of teaching and upbringing to contribute to the formation of students' creativity, to have a positive orientation in the creative development of the individual, it is necessary: the innovative nature of the activities of teachers and students; the active inclusion of students in creative activity; the full use of socio-pedagogical possibilities of creative activity; the organization of interaction in creative activity through interactive technologies teaching; joint creativity of teachers and students.

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