

## DEVELOPMENT OF CREATIVITY IN MEDICINE STUDENTS

**Yuldashova Shakhlo Toyirovna**

*Bukhara State Medical Institute*

**Abstract:** *An unexpected angle both in the presentation of knowledge material (interesting images, examples) and in work with a group or an individual student shakes up established ideas, thereby exciting feelings - one of the informational worlds of creativity. He seems to be saying: life is not as you know it. She may be different. Maybe completely different.*

**Keywords:** *Integrative and creative thinking, learning, pedagogical process, educational environment, teacher.*

As a result of a theoretical study of the problem and experimental work, we came to the conclusion that in order for the process of forming an integral creative style of thinking of future doctors to be effective, it is necessary to create certain pedagogical conditions. The pedagogical conditions that we have identified for the formation of an integral creative style of thinking of future teachers in the educational process of a higher educational institution can be formulated as follows.

The first most important condition is the mastery of the philosophy of education, as the primary source and integrating factor of the creative and pedagogical conditions of professional activity. The philosophy of education has existed for a long time and clearly took shape in ancient Greece. The names of Pythagoras, Socrates, and Plato, Aristotle - great teachers and great philosophers - are known not only to school teachers, they are known to everyone all over the world. It is the philosophy of education that raises questions about the incarnation of objectified knowledge that underlies pedagogical activity. The longer a civilization develops, the more knowledge is accumulated, with which it is necessary to acquaint the emerging young generation. "It is impossible to change this situation; the problem is how to make other people's discoveries in science and art, the established norms of morality and patterns of moral behavior a living and inalienable property of an emerging personality." Mastering the philosophy of education, which considers the essence and nature of all phenomena in the educational process, namely: what is education in itself (ontology of education); how it happens (the logic of education); what are the nature and sources of the values of education (axiology of education); what happens and what should be the behavior of participants in the educational process (ethics of education); what are and what should be the methods of promoting the educational process (methodology of education; the totality of ideas that form the basis of one or another holistic approach to the formulation of the matter of education (ideology of education) makes it possible, using the expression of John Dewey, to see education as a

process of forming an attitude, an emotional and rational, to nature and to another person.

The second most important condition is the mastery of the laws of creativity as a self-regulating process. Creativity, penetrating all aspects of being and education, is a self-structuring process, that is, proceeding involuntarily from the desire of the individual. However, this process has its own dynamics, consisting of certain stages with the passage of bifurcation points. A teacher who does not know the laws of the dynamics of creativity, instead of optimizing, can lead the pedagogical process to degradation. And the main difficulty here is that the individual cycle of activation of the student's mental activity may not coincide with the general group cycle set by the teacher, or with the cycle of the teacher himself.

In this regard: The third most important condition is to take into account the cycles of students' mental activity in accordance with the dynamics of the creativity of the pedagogical process. To maintain the "flame of creativity" in the educational process, it is necessary to give oxygen (to interest) and change the conditions - this is the basis of the creativity of the pedagogical process. With regards to students, changes can be made both for the whole group and for one individual student. It is necessary to know that the role of the teacher is most important at point A, when it is necessary to give the student an impulse. In segment 1-2, it is better not to interfere, this is the student's self-determination, his self-affirmation, here help is needed only when necessary, this is the period when the teacher can prepare for the next cycle, and the student can refine the present one. At point 2, it is good if the teacher finds time and a way to support success. But the role of the teacher increases to the maximum at point 3, if suddenly the student finds himself in it. Hence the advice: If creativity "hangs" - then you are at point 3, change situations. It is productive to use an "unexpected perspective", various internal and external techniques for activating creative thinking. And here it is necessary to understand that creativity itself can be internal and external, and there can be only one catalyst. But inner creativity is, first of all, freedom from barriers and attitudes, the number of which is incalculable in the profession of a teacher. The application of the "unexpected angle" is based on the principle that stabilizes the feedback system. It has been proven that usually negative feedback stabilizes the system, and not vice versa. The system in the case of negative feedback is in a state of relative dynamic constancy - homeostasis, which leads to stability. Positive feedback usually results in unstable system operation. Positive nonlinear feedback is often accompanied by the achievement of states of instability, the consequences of which for a person can be, depending on the situation, both desirable and undesirable, that is, the system is not controlled. This is true in relation to the everyday psyche, and to the worldview, and of course, to the education system, in this case - the formation of an integral creative style of thinking. This happens because an unexpected perspective shifts the emphasis, as it were, being a special state of the system in which familiar experience and familiar connections seem to "explode". An unexpected angle both

in the presentation of knowledge material (interesting images, examples) and in work with a group or an individual student shakes up established ideas, thereby exciting feelings - one of the information worlds of creativity. He seems to be saying: life is not as you know it. She may be different. Maybe completely different. And with this, he wakes up the mind - another informational world of creativity, gives rise to unexpected thoughts, enabling the teacher to lead the group in the right direction. This is especially important at bifurcation points, when any, even the smallest fluctuation can lead the system to another direction conceived by the teacher.

The teacher must consciously master the technique of "unexpected perspective", while remembering the Law of Optimum: each factor has only certain limits of positive influence on organisms. Both insufficient and excessive action of the factor negatively affects any life activity of any individuals. Everything must be repaired by the main goal: the education of the personality of the student, and not the manifestation of the self of the teacher. The fourth most important condition is a positively activating educational environment. A positively activating educational environment is an environment that has such qualities as "baroque creativity", freedom and comfort. "Baroque of creativity". If the main value of education is recognized as the free development of the individual in accordance with his abilities and inclinations in the environment of a state educational institution, the environment must first of all have a fairly large saturation. In the environment, what is referred to in nature as the "baroque of nature" should be observed, that is, there should be more options than they will be used. It is known that at all historical stages of the development of nature, its initial diversity was greater than was necessary for further dynamic development. This excess is called the "baroque of nature" (from Italian barocco - literally means strange, bizarre). Is the educational environment of a university such, by analogy with Mother Nature that all representatives of the emerging generation can develop dynamically? The question, again, unfortunately, is rhetorical. Man is still very far from that, the king of which he declared himself. The integral-creative quality of the educational environment, expressing its ability to support the creative activity of the participants in the interaction, a sufficient level of emotional and intellectual tension is the positive activity of the educational environment. Although the case "works" in both environments: both environments are emergently active. The activity of the environment is often identified with its ability to support the creative activity of the participants in the interaction, but the educational environment is extremely active, sometimes even aggressive towards the individual, in personality-alienated education systems with their obsessive repressive control.

Creativity, which is discussed in this study, is manifested in the ability of the environment to support learning, stimulate an interrogative attitude towards the world and a creative search for answers to emerging questions. According to E.N. Gusinsky and Yu.I. Turchaninova, it would be more accurate to call such an environment activating rather than active. But it must be added that it is activating positively, not negatively. It is

in a positively activating educational environment that there is a very high probability of an event that will arouse the student's personal interest in cognition, provoke the so-called crisis of individual competence, which will contribute to the stabilization of the restructuring (which is what the educational process achieves) system of models or, conversely, will strengthen the consciousness of one's own competence. , that is, it will improve education, and not the wall of alienation between education and the student. A personality, being in a positively activating educational environment, rich in opportunities that are fruitful for its development, makes a choice in the direction of those that turn out to be the most significant for it. Therefore, the development of the individual culture of each participant in the interaction is associated with the improvement of their common educational environment. Speaking about the "baroque creativity" of the educational environment of the university as an object of scientific research, it is necessary to supplement (or fill) this concept with the concept of reality as an environment for the existence of many heterogeneous and different-quality objects, i.e. concept of virtual reality. Virtual (from lat. virtus - strength, ability) - powerful. "In postclassical science, virtual reality is a concept that denotes a set of objects of the next (in relation to the reality of the underlying, generating them) level. These objects are ontologically equal with the "constant" reality that generates them and are autonomous; at the same time, their existence is completely conditioned by the permanent process their reproduction by the generative reality - at the end of this process, the objects of virtual reality disappear. Virtual reality is made up of relations of heterogeneous objects (located at different hierarchical levels of interaction and generation of objects.

All this gives rise to new acute problems that require critical pedagogical reflection. Development of the idea of a plurality of worlds (possible worlds) of initial uncertainty and relativity of the "real" world. Virtual reality in the educational environment is, first of all, the world of relationships, which, of course, is built from the teacher. Therefore, it is not enough to say that the creative educational environment should be rich and diverse. The main thing is who saturates it here and now.

If we take as a basis that the teacher's value qualities are embodied in the characteristics of the educational environment and in the style of interaction, then how much the teacher's personality "grows". Everything that is in him will also be in the environment where he is with his students. The teacher, unlike the student, with such an interpretation of the educational environment is both its true element (realizes, for example, in contrast to inanimate objects, certain qualities of this habitat), and its coordinator, because he personally transfers the experience accumulated by civilization to the emerging generation. As he passes on, so the generation will be formed.

**REFERENCES:**

1. Toyirovna, Y. S. (2022). THE IMPORTANCE OF INTEGRATIVE AND CREATIVE CAPABILITIES OF STUDENTS OF MEDICAL INSTITUTES. Барқарорлик ва Етакчи Тадқиқотлар онлайн илмий журнали, 2(1), 450-462.
2. Юлдашева, Ш. (2021). Основные Тенденции Интегративно-Креативных Возможностей студентов в Высшем Медицинском учебном Заведении и их Влияние на их Деятельность. CENTRAL ASIAN JOURNAL OF MEDICAL AND NATURAL SCIENCES, 2(3), 369-377.
3. Kurbanova G.N., Haydarova N.A. Reflection of innovative pedagogical ideas in the philosophy of the English revival Traditions, tasks and prospects for the development of pedagogical science 2015.-P.458-461.
4. Яворская С.Д., Николаева М.Г., Болгова Т.А., Горбачева Т.И. Инновационные методы обучения студентов медицинского ВУЗа // Современные проблемы науки и образования. – 2016. – № 4.;
5. Kurbanova G.N. Important directions for the development of creative abilities and creative abilities of youth // "Pedagogical skill" // Issue 3, 2019. -P. 67-72.
6. Kurbanova G.N. Formation of professional thinking in future // International Journal for Advanced Research In Science // Volume 10, Issue 05, May 2020.-P. 98-102.
7. Yuldashova Sh. T. Prerequisites for the Development of Creative Thinking // Middle european scientific bulletin // Volume 8, January 2021.-C. 287-289
8. Toyirovna Y. S. Transformation of Creative Thinking of Medical Students //Scholastic: Journal of Natural and Medical Education. – 2022. – Т. 1. – №. 2. – С. 1-4.
9. Toyirovna Y. S. TRANSFORMATION OF CREATIC THINKING OF MEDICAL STUDENTS //EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE. – 2022. – Т. 2. – №. 11. – С. 55-58.
10. Toirovna Y. S. Integrative education of university students //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – Т. 2. – №. 3. – С. 73-77.
11. Toyirovna Y. S. The importance of integrative and creative capabilities of students of medical institutes //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – Т. 2. – №. 1. – С. 450-462.