



DEVELOPMENT OF CREATIVE IMAGINATION OF PEDAGOGICAL STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

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Today, as a result of the rapid development of Science and technology, the volume of scientific knowledge, understanding and imagination is sharply increasing. In such a society, the need for pedagogical personnel of creative quality is increasing and requires a high level of personal competence in them. In the process of modern education, the importance of higher education is considered important. Focusing on the strategies of any developed countries, we can see that the beginning of the achievements, undeniable intellectual opportunities are realized through the reform of the education system. The global processes, the need for an innovative society, the development of Science and technology, along with the creation of many opportunities for young people, put before them such pressing demands as rapid decision-making, the formation of innovative thinking, the development of intellectual potential. 1 One of the main conditions for modernizing the system of training of specialists, ensuring the effectiveness of pedagogical activity – the development of individual-creative competence in them. The formation of creative specialists is one of the main tasks of the educational system of modern society. Therefore, creative teaching in today's educational process, finding an unusual solution to any situation is a period talabi. The fact is that creativeness is an autonomy in the sphere of xar, the upbringing of a creative person is considered important for the development of society, for a person of society who seeks to achieve unexpected achievements in the socio-economic sphere and achieve his status in the world.

Development of creative imagination is an important aspect of pedagogical education, as it enables teachers to approach their work with innovation and flexibility. The following theoretical information can be useful in developing the creative imagination of pedagogical students of higher educational institutions:

1. Definition of Creative Imagination: Creative imagination refers to the ability to generate new ideas and concepts through the use of mental imagery, intuition, and associative thinking. It is a cognitive process that involves divergent thinking, which is the ability to generate multiple solutions to a problem.
2. Importance of Creative Imagination in Teaching: Creative imagination is important in teaching because it enables teachers to approach their work with





innovation and flexibility. It allows them to generate new ideas for lesson plans, activities, and assessments, and to adapt their teaching methods to meet the needs of diverse learners.

3. Theories of Creativity: There are several theories of creativity that can inform the development of creative imagination in pedagogical students. These include the componential theory of creativity, which suggests that creativity involves a combination of cognitive, personality, and environmental factors; and the social-cultural theory of creativity, which emphasizes the role of social and cultural factors in shaping creative expression.

4. Creativity-enhancing Strategies: There are several strategies that can be used to enhance creative imagination in pedagogical students. These include brainstorming, mind mapping, visual thinking, and reflective practice. Teachers can also encourage students to engage in creative activities outside of the classroom, such as writing, art, or music.

5. Barriers to Creativity: There are several barriers to creativity that can inhibit the development of creative imagination in pedagogical students. These include fear of failure, lack of confidence, and a rigid mindset. Teachers can help students overcome these barriers by providing a supportive learning environment that encourages risk-taking and experimentation.

6. Assessment of Creative Imagination: Assessment of creative imagination can be challenging, as it involves evaluating the quality and originality of ideas. Teachers can use a variety of assessment methods, such as rubrics, self-reflection, and peer evaluation, to evaluate students' creative thinking skills. It is also important to provide feedback that encourages students to continue developing their creative imagination.

7. Cognitive Processes Involved in Creative Imagination: Creative imagination involves several cognitive processes, including perception, memory, attention, and reasoning. These processes interact to generate new ideas and concepts through the use of mental imagery, intuition, and associative thinking.

8. Personality Traits Associated with Creative Imagination: Several personality traits are associated with creative imagination, including openness to experience, curiosity, flexibility, and persistence. Teachers can encourage the development of these traits by providing opportunities for exploration and experimentation.

9. Environmental Factors that Support Creative Imagination: Environmental factors such as a supportive learning environment, exposure to diverse





perspectives and experiences, and opportunities for collaboration can support the development of creative imagination in pedagogical students.

10. Integration of Technology to Enhance Creative Imagination: Technology can be used to enhance creative imagination in pedagogical students by providing tools for visual thinking, collaboration, and experimentation. Teachers can incorporate technology into their teaching methods to provide students with opportunities to develop their creative thinking skills.

11. Role of Creativity in Problem-Solving: Creative imagination is essential in problem-solving, as it allows individuals to generate innovative solutions to complex problems. Teachers can help students develop their problem-solving skills by providing opportunities for creative thinking and encouraging them to approach problems from multiple perspectives.

12. Importance of Reflection in Developing Creative Imagination: Reflection is an important aspect of developing creative imagination, as it allows individuals to evaluate their own thinking processes and identify areas for improvement. Teachers can encourage students to engage in reflective practice by providing opportunities for self-reflection and feedback.

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