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Research Article

DEVELOPMENT OF STUDENT'S COMPOSITION SKILLS BASED ON CREATIVE APPROACH

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ABSTRACT

On the basis of the creative approach, this article highlights the pedagogical possibilities, conditions and content, essence, importance and necessity of developing student's compositional abilities, preparing for pedagogical activity, and describes the factors of effective organization of pedagogical activity of students in the future, as well as innovative activities of students, interactive education, innovative educational technologies, factors developing creativity skills in students.

KEYWORDS

Creativity, hypothesis, reflection, method, algorithm, mono creation, multi creation, mega creation, didactics, composition, abstract, objective, concept, innovation, strategy, interactive.

INTRODUCTION

At first glance, the organization of the educational process on the basis of creative ideas leaves an idea of deviations from the requirements established in the curriculum. However, creativism, a creative approach, makes the tutorials suitable for existing SES. In addition, methods and tools that serve to ensure a creative, creative approach to the teaching process from teachers ensure that training is carried out methodically effectively and correctly. Creativity can also be analyzed as a learning activity. Therefore, some students prefer to think critically, analytically or creatively, while others prefer to have knowledge based on specific information, and representatives of the third group are naturally inclined to think creatively and critically. Based on this, teachers should be able to aim at what they have to develop educational programs, to shape learning resources, based on each student's interest, ability, inclination, as well as their

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instructional-cognitive style" (Tomlinson, 1999). Creationism in the educational process is reflected in such actions as creating creative questions in students that increase their interest in reading, using various images, charts, diagrams, symbolic expressions, giving learners tasks such as finding correlations between ideas that are not necessarily related to the educational information being stated, ensuring that they work in small groups.

To develop creative thinking skills in an individual, first of all, it is required to form critical thinking skills in them. Ken Robinson (2011.) as noted, creationism should "not only dictate that students advance new ideas, but also be able to formulate decision-making, analysis skills on educational issues. The creativity process also involves developing initial ideas, researching and analyzing them, and abandoning them if necessary. Teachers also need to focus equally on students who do not only achieve high academic achievement in the creative approach to the educational process, who note positive cases in creative thinking, but also on those who receive more attention, who do not have creative, creative thinking skills[1].

Fine Arts consists in the harmonious development of artistic culture, which is considered one of the integral parts of spiritual culture in students, the assimilation of students with our national heritage and universal values, the opening of a wide path to creativity. And his tasks include developing artistic creative abilities, observability, initiative, independence, artistic and aesthetic taste, eye memory, chambering ability, visual skills, color perception and spatial figurative thinking in students, being able to see beauties in works of existence and art, teaching them to read works of art.

Creativity (lat., eng. "create" - creation, "creative" means the creative ability of an individual that describes the readiness to produce new ideas and is part of talent as an independent factor). A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific features, mental sharpness. Also, creativity is reflected as an important factor of talent.

According to the American psychologist P. Torrens, "creativity is a problem or putting forward scientific hypotheses; hypothesis testing and modification; identifying the problem based on the formation of decision results; it expresses sensitivity to the mutual opposition of knowledge and practical actions in finding a solution to a problem" [2].

A creative approach means methods that activate students and encourage them to think independently, and the student is at the center of the educational process. When these methods are used, the teacher invites the learner to participate actively. The learner is involved throughout the process. The benefits of a learner-centered approach include:

- focus on creative work;
- reading and learning with higher educational efficiency;
- high motivation of the learner;
- consideration of previously acquired knowledge;
- adjustment of the intensity of study to the needs of the learner;
- support of the learner's initiative and responsibility;
- learning by doing;
- creation of conditions for bilateral opinions.

The creative approach is considered as an active effective interaction of students with each other, with various sources of information in the form of teacher, dialogue, education, business and role-playing games, analysis of specific situations based on the solution of

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educational (professional) tasks for mastering new social and professional experience. Based on the analysis of research, the characteristics of creative teaching methods (methods) that differ from other group methods have been identified:

- group composition of activity;
- engaging students in group activities to solve educational and professional tasks: "student-student", "student-teacher", "student-computer", "student-book"; directed to the constructive, equal dialogue of the subjects of mutual relations;
- orientation to work with various cultural texts (diagrams, graphics, formulas, tasks, scientific, artistic texts, Internet, etc.);
- active participants of mutual cooperation;
- to create a constructive product (results) and a sphere of influence that ensures self-management of groups to obtain results;
- the humanitarian nature of creative approach methods, creating communicative situations, solving important professional problems, the emergence and acceptance of many professional positions, reflection (group and individual).

One of the main issues of didactics is the organization of the educational process aimed at increasing the activity of students. Drapeau Patty "in the management of the educational process, there are two ways to distinguish the level of activity of students: that determines the activity of the student in a significant time (the student's movement system is given to him in a ready state, for example, teaching based on algorithms); focused on distinguishing the forms of guiding students to solving problems (putting them in front of problematic types of problems)" [3].

According to Patti Drapeau's point of view, creative thinking is, first of all, comprehensive thinking about a specific issue. Multidisciplinary thinking requires students to rely on multiple ideas when completing assignments, problems, and tasks. In contrast, one-sided thinking is based on only one correct idea. In observation, it is impossible to deny one of the one-sided and multi-sided thinking on the issue. Therefore, one and all-round thinking is equally important in the formation of creativity. That is, when completing a task, solving a problem, the student looks for several options for a solution (multi-sided thinking), and then stops at the only correct solution that guarantees the most optimal result (unilateral thinking). Patti Drapeau said " If you think you're not creative, I advise you to start organizing classes now aimed at developing creative thinking. In fact, it's not about whether or not you are creative and creative, but about organizing classes in the spirit of creativity and striving to try new ideas in practice" [4].

The second form of management of the educational process in universities leads to an increase in student activity. It is known that today's traditional education can be characterized by the following main features:

1. The new educational material is almost completely explained orally by the teacher (if the students have enough basic knowledge, then the conversation method can also be used during the learning process).
2. The textbook is mainly used for homework (sometimes specially prepared lecture texts can take the place of the textbook).
3. Control of student's knowledge is carried out with the help of separate oral questions or control tasks.
4. In the educational process, the frontal method of teaching is used, in which the independent work of more students is hardly noticeable.

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It is important to know the rules of composition in visual arts to develop student's compositional abilities based on a creative approach.

Composition is derived from the Latin word "kompositie", which means to weave, arrange, arrange, combine separate parts into a whole.

The concept of composition is very broad and has many meanings. It applies to all creative processes and forms the basis of almost all types of art. Elements of composition exist in music, theater, photography, literature, sculpture, and of course other visual arts.

If we consider such qualities as elements of composition - proportion, balance, integrity, it is not difficult to notice that they are present in every natural reality. For example, it is natural for us to be surprised by the beauty of an ordinary tree. Because everything exists within certain principles and laws. The fact that their shapes, sizes, and structures are proportional to each other indicates the presence of compositional proportion and balance in the shape structure. If we apply such an example to all objects in nature, it will be easier for us to understand many things. The meaning of this is that composition, whatever its form and content, is primarily a product of thought. It is better to understand this based on the characteristics of artistic creation. Because we need to distinguish between ready-made forms in nature and forms that are the product of artistic creativity.

It is known that the concept of composition has common aspects related to all types of art, as well as specific aspects related to each field. Studying and analyzing them in detail is important for the growth of student's creative activity. It is natural that the study of its laws is divided into theory and practice, and in order to master it well, it is necessary to understand and study the essence of the theories and experiments created in this field not only for years, but also for centuries. It is also important to be able to apply it in practice. It should not be forgotten that a specialist, artist-pedagogue teaching in schools and educational institutions should be fully armed with knowledge of composition. Because most of the process of teaching children the secrets of drawing is carried out organically with the practice of drawing themed pictures. As you know, by the word composition, artists understand the law of mutual relations of all parts of a work of art. Some of these connections are definitely understood by seeing with the eyes (quantity aspects), and others (qualitative aspects) are perceived through perception and thinking.

According to the scientist Sh. Sharipov, who conducted fundamental research in the field of preparing students for pedagogical professional activity and instilling creativity in them, creativity is considered the most basic and active form of manifestation of independent thinking qualities in a person, and it can be classified according to the following signs: type of creativity (technical , technological, organizational, economic, social, spiritual, pedagogical, didactic, professional, mixed); creativity level (mono creativity, multi creativity, mega creativity); scope of work (specialization, specialty, field of knowledge, inter-branch, national, regional, inter-regional, international); duration of creation (short-term, medium-term, long-term); form of creativity (innovative, research, educational, investment, mixed); according to its general aspects (implementation of new ideas; promotion of fundamentally new solutions; practical application of innovation); rationalization proposal according to the meaning and complexity of the created creative product; invention; the discovery is considered to be of special importance. From the above approach to the classification of creativity, it is clear that creativity always requires the creative activity of the subject. At

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the same time, from the definitions given to this concept, it is understood that the interpretation of the phenomenon of creativity is complicated. It has been shown that the development of creativity is interrelated with the organization of the creative process, the creative potential of the individual, creative thinking, creative activity, creative ability, and the composition of creative activity [5].

Artistic creation is an integral part of creative activity. It will not be possible to carry out creative activities without artistic creativity. The concept of creativity makes it possible to determine the essence of theoretical thinking. Theoretical thinking is not only a link between the practical activity of a person and the formation of the human psyche, but it is also a creative process.

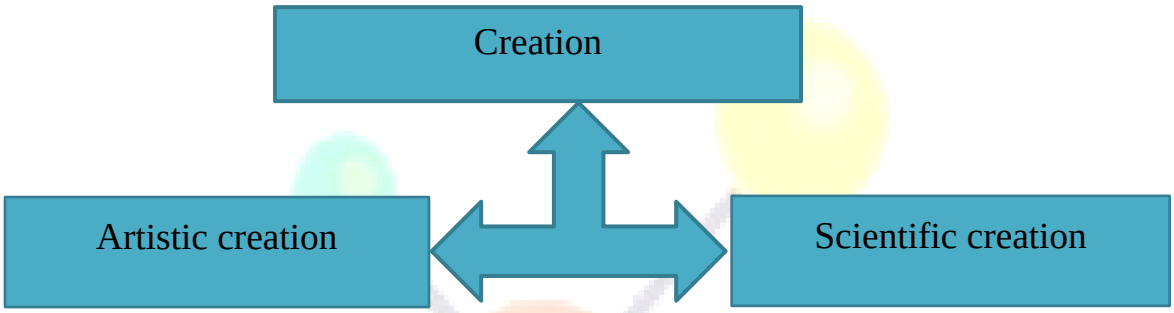

Figure 1. Types of creativity

Scientific creativity is the knowledge and creative activity related to the development of scientific knowledge, acquisition and use of new scientific knowledge, enrichment of scientific knowledge with new laws and regulations, new scientific principles and theories, and active implementation in various fields of human activity. Scientific creativity is a subjective reflection of objective reality, the main aspect of which is to express the essence of the studied phenomena and processes, the laws of their movement and development in the form of abstract concepts, schemes, formulas, equations, etc. With the help of creative scientific research, a person is epistemologically active, constantly deeply and widely penetrates the world around him. Scientific discovery is an important aspect of scientific creativity, which is manifested in obtaining new qualitative information about the object of scientific research, determining new laws, hypotheses and theories, and obtaining information about new fields of science. Creative, active development of science is an indispensable aspect of modern social development. A creative, unique approach to finding solutions to complex scientific problems is characteristic of many modern scientific studies [6].

If an educator is required to ask students to "cite all kinds of correlations between the creative approach "instead of requiring them to "define compositional correlations", the result is that students have the opportunity to both generalize existing knowledge and advance new ideas and ideas. It is advisable for educators to use the first path – the "creativity map" of young teachers in the formation of creativity skills in students. The second way is to develop practical creative thinking skills. Educators use instructional techniques and techniques in the formation and development of creative thinking skills in students. In this place, the use of questions can only help in the

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short term, it does not develop interactivity and accessibility in students. The third way is the organization of creative activity processes. In the process of solving the problem and advancing innovative ideas, students are emphasized on creative, creative thinking. Although creative methods and methods are not actively used in these processes, creative thinking occurs. As a result, multilateral thinking, observation occurs in this process. The fourth way is to use creative products (developments). In taking this path, an educator can instruct students to create a presentation on the topic of "composition" using the Power Point Program or multimedia tools. In the process of preparing the presentation, students actively develop creative thinking skills. Students can fully demonstrate their creative thinking skills in a comfortable environment. If students have a feeling of fear of failure, if they hesitate to express their opinion incorrectly, if they are afraid of criticism, in such a situation, it will not be possible to effectively form or develop their creative thinking skills. The ability to think creatively can be successfully formed only by making creativity a habit in students. In this process, the methods and tools used by them in the assessment of their thorough understanding of the content of the subject and creative thinking skills are of great importance. As a result of practicing creative thinking skills, students not only rely on established connections, but also tend to establish new, meaningful connections in the brain, develop new ideas, and think in a new way. As a result of regular practice, new creative thinking becomes habitual and automatic. The human brain is always used to working correctly, that is, there is only one correct answer for the brain. However, this is not creativity. Creativity means that all answers can be correct as students defend their views. Immersion in the atmosphere of creativity is considered. Therefore, in order to make creative thinking a habit, students should be able to look at this process with confidence. Only if student's creativity is encouraged and a friendly environment is created, they can make creative thinking a habit. In a creative environment, teachers and students learn to be honest with others and respect their opinions. Feelings such as fear of making a mistake or failure, focusing on excessive grades, being different from others, being despised and criticized, and fear of being humiliated prevent the formation of creativity in students. Just as any skill can be developed, so can the ability or skill of creative thinking. This also applies to students, and working on creativity can help students think outside the box. However, motivating students to be creative depends on the level of competence of the teacher [7].

As a result of the observations, the following conclusions can be drawn:

1. It is necessary to systematically study the pedagogical needs, interests, directions of special importance of students, in which it is necessary to define effective ways to eliminate countersuggestive, thesaurus and interactional barriers encountered in the organization of creative activities.

2. Organization of the teaching process based on ideas, concepts and advanced pedagogical experiences that serve to satisfy the creative interests and needs of students serves to form a meaningful and active approach to the development of creativity. Based on the development of students' creativity skills, it is appropriate to pay special attention to the development of their specialized, i.e., pedagogical creativity competence, in which the wide use of modern information and communication technologies, innovative strategies, interactive educational methods and technologies is appropriate.

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3.Experts note that in higher education institutions, it is necessary to develop creative-oriented educational programs that serve to ensure the effectiveness of the reproductive, creative-research and novatory stages of the development of creativity skills of students, as well as to assess the change in the development of creative skills and qualifications of students. Improving teaching programs and technologies aimed at the continuous development of creative competence of pedagogical personnel of higher educational institutions serves to increase the efficiency of the process of creating modern information and methodological support that serves to develop student's creativity skills.

In conclusion, on the basis of the creative approach, the composition of students is of particular importance in the formation of creativity abilities, and the interactive teaching process aimed at the development of creativity in them is obliged to have its own specific content, tools, pedagogical Conditions, Features and methods. It will be necessary to systematically study the pedagogical needs of students, their interests, directions of special importance, in which it will be necessary to determine effective ways to eliminate the psychological barriers found in their organization of creative activities. The organization of the teaching process on the basis of ideas, concepts and advanced pedagogical experiences, which serve to satisfy the creative interests and needs of students, serves to form a meaningful-active approach to the development of creativism.

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