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# The Hays Of Teaching Students To Creative Thinking Through Practical Courses

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***Abstract.*** *This article describes the problem of increasing the self-activity of the assimilation of knowledge independent thinking by organizing self-education in higher educational institutions.*

***Keywords:*** *self – education, thinking, education, development activities, practical lessons, free thinking, activities, self-study, to exchange opinions.*

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

The educational process is aimed at strengthening the knowledge of students studying in higher education, self-education, independent work, and development of knowledge, the formation of understanding, skills and abilities. Identifying problem signs in independent learning allows you to separate important information from secondary information and look for factors and additions. When independent learning is successful, students' independence is nurtured.

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 problems, 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.

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 terms of independent study are pre-determined by the compiler, the student is not required to demonstrate modification skills. In independent learning, you have to complete assignments that do not have more conditions. On the basis of independent learning, the subject becomes 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, extract important information from secondary information, and search for additions.

The development of independent learning-understanding, reasoning, and value orientations that enable independent work involves the creation of a conducive environment for students with low levels and dissatisfaction.

Independent education is the organization of regular independent activity in accordance with the subjective purpose of the educational process of self-education, the acquisition of independent learning, the development of imagination, the formation of conceptual skills. One of the first principles of the independent educational factor is the intellectual mastery of scientific ways and advanced pedagogical experience. Scientific knowledge is a true reflection of reality. Only knowledge that reflects the laws of the world around us, the important intrinsic properties and interrelationships of things and events, is considered scientific.

The scientific principle of independent learning is necessary in order to create the right conditions for the teacher to reflect, understand, master the laws of the teaching material. Understanding of theoretical rules is an important feature of the scientific interpretation of the material, which determines the characteristics of the student's thinking activity. Scientific knowledge can reflect the reality inherent in science to varying degrees. The scientific interpretation is that one of the tasks of the rules of science in each group at 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 student self-development technology in higher education 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, structure, 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, with the organization of practical training, he uses all his strength and skills,

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tries to explain well with the help of visual aids, didactic handouts. The teacher discusses the topic with the students. Solves exercises by giving creative work. Develops, independently, through 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, allows 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. 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 author of the educational content. Achieve full mastery of the content of education.

The practical lesson is focused on everyone by the teacher, i.e. there is a bit of abstraction. Curiosity encourages everyone to research, think, work towards the same goal, regardless of their abilities. Due to the fact that the level of development and preparation of students is the same, the acquisition of knowledge and skills does not guarantee the same result. Therefore, it is advisable that the questions and answers, laboratory work, exercises in practical classes should be as focused on the student as possible. 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 I.A.Karimov: to form an independent-minded, free-thinking mindset.

Consequently, a democratic, civil society cannot be strengthened without shaping the individual's free thinking. 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 State educational standart. Accordingly, it is advisable to organize trainings during the practical training. 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 such methods in organizing and conducting the tanning that they are universal in nature. For example, group discussions, game-based methods, situation modulation, techniques for developing human senses, 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 leading them to 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 on 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 used to form it. Effective training leads to the acquisition of new skills, the development of creative, independent activities.

The trainings have their own 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.
- The task in groups is carried out 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, thus creating an environment in which the member of the group has the opportunity to make his or her maximum contribution. Groups can be formed in different sizes. Usually 4-6 members participate in groups.

Its composition may be changed 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 help in organizing group independent work. In such cases, it is advisable for the teacher to continue to help students who do not have a high level of training.

Group learning activities are 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 - cognitive activity is 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, 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 the group support them by helping the weaker student, and creativity develops in the group as well.

In conclusion, new methods are discussed, studied and skills are developed during the trainings. They

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learn to work independently on this basis. It should be noted that practical training should be organized on the basis of interaction, interaction, discussion, debate, thinking, collaborative solution of an activity or problem.

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