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THE ESSENCE OF THE RESEARCH POTENTIAL OF GIFTED STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS BASED ON AN INNOVATIVE APPROACH

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Abstract
Identification of talented students in our republic and development of social and pedagogical technologies of their trainings. The regulatory framework for ensuring State and non-state cooperation in the field of education and the development of talented students has been created. The Presidential schools were created with the aim of deepening the disciplines, improving the effectiveness of teaching and developing high school students. Their material and technical base was provided. In the strategy of further development of the Republic of Uzbekistan, the priority task was defined as "to raise a generation of highly educated and intellectually developed people, to create a reserve of scientific and pedagogical personnel with competencies in higher educational institutions". As a result, the identification of talented students will allow them to enter the world of science, using a wide range of technologies to improve the competence of researchers based on innovative approaches.

Keywords: Innovative approach, research competence, educational environment, talented students, social and pedagogical technologies, science, intellectually developed generation.

Introduction

Modern education at all levels has practically one main goal: to give people knowledge about themselves and the world around them, to teach them to live using this knowledge for the benefit of themselves and society, to contribute to the realization of personal opportunities in their chosen professions. Based on this, education is not an end in itself, but a means necessary to achieve more important, strategic goals in life.

Higher education plays an important role in modern society. The intellectual potential of any country is created by its educational system, which is the main and indispensable factor of the stable and progressive development of the country. The quality of education of citizens determines the possibility of economic development and the standard of living of the society, and technology and the modern market demand higher education.

In turn, dynamic changes in the mechanisms of higher education are the result of reforms implemented in the life of our country and new demands placed on all aspects of public activity.

This, in turn, sharply raises the problem of organizing educational activities based on a systematic, integrated approach to the training of specialists. The complexity of achieving this goal requires not only reproductive mastering of educational material, but also a creative approach by both students and teachers. Therefore, in the process of training and retraining future teachers as those with modern knowledge, it is necessary to attach great importance to the formation of their creative potential.

The analysis of scientific literature shows that today the term "creativity" does not have a single scientific definition and interpretation, which embodies all the valuable creative and intellectual components of the human personality in the minds of people, which allows to call him a creator. In accordance with existing priorities, some authors give this term a more practical meaning, taking into account that creative potential can be developed appropriately. Abraham Maslow, the founder of humanistic psychology, defines creativity as a basic feature of human nature, a potential given to each person from birth, as well as a special way of perceiving the world or interacting with reality. Based on this definition, creativity can be defined as the ability or skill to see and perceive things and events from a new, different perspective.

According to Y M Asadov, the most valuable feature of creative potential is its high role in the field of innovation. Innovation is the most systematic and visible result of the use of creative potential, as an intellectual series that is mainly a product of human intelligence. Accordingly, it is the innovation that has the greatest impact on the development of scientific and technological progress.

Abdurakhmanov R. B. and b. understands creative potential as a complex of mental and creative tools that are interconnected within the framework of professional or creative activity and characterized by the ability of a person to develop new ideas and concepts based on knowledge and information from the external environment. At the same time, defining the essence of the term "creative potential", we emphasize that the concept of "creative" in scientific literature is inextricably linked with the concept of "creativity". Both concepts correspond to each other and are often used as synonyms. The reason for this is the origin of the term "creative" (from Latin Creatio - creation, in English Creativity - creative potential, creative ability). As we can see, there is an element of creativity in the interpretation of the term. Therefore, before the concept of "creation" was interpreted, its components were studied as components of the concept of "creation". In turn, the problems of creativity have been studied by teachers, psychologists, philosophers and others for a long time.

Philosophers interpret creativity as a process of human activity that creates qualitatively new material and spiritual values. Types of creativity are determined by the nature of creative activity:

- inventiveness;
- management;
- scientific;
- artistic, etc.

There are different approaches to defining and interpreting creativity in the psychological literature. Creativity is considered as a productive form of human activity and independence, as the creation of a new, unknown discovery. G. According to Altshuller, creativity is an activity that generates new knowledge based on the reorganization of existing experience and the formation of new knowledge combinations. It appears on two levels. One level of creativity is

characterized by using existing knowledge, and the second by expanding its scope - a completely new approach is created that changes the usual view of an object or field of knowledge. The essence of creativity as a psychological characteristic consists of sensitivity to intellectual activity and activity products. Altshuller G., which is of great importance in the aspect of our research. The main idea is to establish creativity, and any activity can be learned, moreover, all creative activities should be taught. This idea Lerner I. also supported by Lerner I. It is believed that the three directions of creativity can be taught by:

- training in mental operations;
- training in creative activities;
- forming a value attitude to creativity.

Ponomarev Y. A. according to his opinion, a person is distinguished by his originality, initiative, high self-organization and serious work. In turn, I. A. Zimnyaya focused on features such as depth of thoughts, unusual questions and solutions, intellectual initiative. Bogoyavlenskaya D. In his research, the unit of creativity research proposes to consider "intellectual initiative", and according to the author, all types of creative activity are combined with the ability of a person as "intellectual activity". Torrance P. identified such a common feature of creative individuals as the need for development, constant growth.

In pedagogy, creativity is analyzed in connection with the educational process and is defined as a conscious, active human activity to learn and change reality, to create new unique topics, and to search for the most effective methods of teaching and educating students, to create textbooks, to constantly update knowledge, and to revise outdated pedagogical views and decisions. aimed at consideration.

Dunaev A. according to the teacher's opinion, the teacher's creativity originates from the uniqueness of the psychological-pedagogical relationship between them and ensures the personally oriented interaction of the subjects of the educational process (teacher and student) aimed at forming the student's personality and increasing the level of the teacher's creative pedagogical activity. According to the author, the main criterion of the teacher's creativity is to ensure the positive dynamics of the formation of the student's personality and increase the effectiveness of the teacher's work.

Alekseev N. A. defines the teacher's creative personality as a person characterized by creativity manifested in the combination of scientific and pedagogical thinking and creative imagination, creativity in professional work focusing on intellectual activity.

As mentioned above, the term "creativity" has recently been widely used in scientific literature and has almost taken the place of the phrase "creative abilities", which is actively used. However, objectively, it is recommended to define creativity not as a specific creative ability or set, but as the ability to create. These concepts, although very close, according to some authors, are not the same.

Gilford D., founder of the study of creativity. proved that the effectiveness of problem solving depends not on the existing knowledge and skills measured by intellectual tests, but on having the ability to use the information presented in different ways and at a rapid pace to solve the problem. This feature is called creativity.

Gilford D. and Torrance E. 16 intelligent uses that describe character creative thinking. Among them:

- speed (the number of ideas sent electronically in a certain period of time);
- flexibility (switching from one idea to another);
- it is possible to produce ideas that differ from their general characteristics);
- curiosity (increased sensitivity to problems that do not arouse interest in others);
- logical acceptance of reaction from motivation

In addition, Gilford D. here united the concept of "divergent thinking", that is, thinking that occurs in different directions and allows to change the ways of solving problems, leads to unexpected conclusions and results. Convergent thinking focused on eliminating all available ways of creating problems, and focused on closing only one of them. Convergent thinking is focused on a predetermined solution to a problem, while divergent thinking is seen when the problem is not defined, a forward motion to create it, if there is no set path. Convergent thinking determines intelligence, divergent thinking determines creativity.

Researcher Bulda A. considers intelligence and creativity as important human capacities and, from this position, considers creativity to be a reductive condition relative to intelligence. In this case, creativity is a phenomenon that arises from intelligence, but is not the only ability. Therefore, high intelligence leads to high creative abilities, and with low intelligence, it is difficult to show creativity. Ermolaeva L. according to his opinion, there is no need to distinguish creativity as a special ability. Any ability of activity (scientific, creative) first of all occurs with the help of a high level of general intelligence.

Bogoyavlenskaya D. also interpreted intelligence and creativity as two types of general abilities, he related their existence to information processing processes. Creativity is responsible for changing the information available to man and creating an infinite number of new models of the world. And intelligence serves to apply this information in real practice and adapt it to the world around us.

Lubard T., Mushiru K., Torjan S., Zenasni F. conducted an excellent study of creativity and intelligence, they found that the outcome of solving complex mental problems was related to creativity, and the correctness of the solution was positively related to the level of general intelligence. Therefore, creativity and general intelligence are abilities that define the process of mental problem solving, but they perform different tasks at different stages.

In predicting success in higher education, many researchers have come to the conclusion that learning ability exists as a general ability to learn independently of intelligence and creativity. It is known that the correlation between creativity and university achievement is very small, and according to empirical studies, the personal qualities of "ideal excellent student" and "creative person" are called different. Correlations between general intelligence and university success rates vary greatly, and intelligence depends on the characteristics of the selected sample and the methodology used to diagnose others. Thus, the correlational values of creativity and intelligence obtained in studies depend on the diagnostic process.

Therefore, during the diagnosis of creativity, it is necessary to be aware of the manifestations of its criteria: the manifestation of creativity in the test process shows the creativity of the individual, but the opposite is wrong. If we place tests on the level of regulation of human behavior in the diagnostic process, there are high-speed intelligence tests on the one hand, and game methods for creativity on the other.

However, according to psychologists, creativity is the power of the human mind, which creates new content by changing and creating new connections, and defined it as the ability to destroy the generally accepted, habitual order of ideas in the process of thinking. Torrance E. creativity is a general rather than a specific ability based on general intelligence, personality traits, and effective thinking.

Currently, many researchers consider creativity in the following main aspects:

- as a process;
- as a product;
- as a person (in fact, the creative abilities of a person);
- as an environment (field, structure, social context, formation of requirements for creative products);
- as a problem to be solved.

Psychologists have made the following generalizations about the nature of creativity:

- creativity is the ability to respond appropriately to the need for new approaches and new products, and although the process itself can be conscious and unconscious, it allows to be aware of new things that exist;
- creation of a new creative product depends, first of all, on the personality of the creator and the strength of his internal motivation;
- characteristics of the creative process, product and person, their originality, independence, authenticity, adequacy to the task and other aesthetic, ecological, optimal form that can be called necessary, which is currently correct and original
- creative products can be very diverse in nature: a new solution to a problem in mathematics, the discovery of a chemical process, the creation of music, paintings or poems, a unique solution to social problems, etc.

From the point of view of acmeology, creativity is characterized as a process characteristic of many individuals and a set of intellectual and personal characteristics of a person, which helps to promote problems independently, create many original ideas and solve them unconventionally.

Golovanova A. After analyzing different approaches to studying creativity, he summarized the study of creativity in two main aspects - procedural and personal. The study of creativity in the procedural aspect includes the subject of the subject's creativity, the features of changing the objective reality in general, and the stages and results of such a change.

On the other hand, according to the opinion of most authors, creativity in the conditions of the pedagogical process is inextricably linked with the innovative activities of higher educational institutions, and it is one of the main factors of modernization of the educational process and economy, systematic renewal of its material and technical potential, and increasing the efficiency of the university.

Today, innovative activity in higher education institutions takes the status of one of the main types of activity (along with educational and scientific) and is a necessary condition for the development of the university. Innovative activity is, first of all, a qualitative stage of personal self-development, a process of self-actualization of the subjects of the educational process, which is the result of self-education, self-reflection. Therefore, the processes of self-organization in the educational environment are especially characteristic of educational institutions that carry out innovative activities, and this is the emergence of stable structures (creative groups, associations)

and creative individuals who are able to create "personal-new" regardless of previous social experience. may appear. At the same time, educational informatization is an integral part of the innovative processes of educational institutions. On its basis, informatization is a set of measures to change pedagogical processes based on the introduction of information products, tools and technologies into teaching and learning. The theoretical foundations of educational informatization are first of all informatics, then cybernetics, systems theory and didactics. Informatization of education leads to changes in important aspects of the didactic process and the quality of pedagogical activity changes. Students can work with a large amount of different information, integrate it, process it, automate model processes and solve problems, be independent in learning activities, and have many more opportunities. The teacher is also freed from routine operations and gets the opportunity to diagnose the students, monitor the dynamics of the development of training and training. At the same time, the results of a large number of studies show that some teachers are not ready to switch from the traditional form of education to the use of information technologies in education. Electronic technology is still used mainly as an educational aid.

Thus, the analysis of scientific literature shows that there is no ambiguity in the definition of the essence and concept of creativity. Despite different opinions, creativity in almost all definitions is related to the creation of new things (for the individual and society). Most authors understand creativity as a person's ability to perceive a problem, using optimal opportunities to create a new, original product of social value. In turn, the term creativity is interpreted as a conscious active human activity aimed at re-creating and changing certain phenomena of reality. However, according to the main psychological approaches, creativity and creativity should not be separated. Ilin E. According to him, this creates confusion and vague definitions in scientific approaches and should definitely be avoided. Therefore, although creativity and creativity can be separated in life, in science these concepts should be the same.

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