



LOGICAL THINKING: AN INTEGRATED APPROACH IN THE CONTEXT OF CREATIVITY AND CRITICAL THINKING

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Abstract: In this study, the interrelationships and interactions between the main components of logical thinking, i.e. creativity and critical thinking, are analyzed. The research also discusses what methods and strategies can be used in the educational process to develop logical thinking. It is argued that by combining the creative and critical aspects of logical thinking, an individual's ability to solve problems, develop innovative ideas and improve the decision-making process can be improved.

Keywords: Logical thinking, teacher, creative ability, pedagogical technology, logical problem, creativity, critical thinking.

Introduction

It is known that it is necessary for students to develop logical thinking skills, to gain experience, to be able to apply their knowledge in practice. As a result, this process contributes to personal development, increased creativity and ability to solve problems. Therefore, it is important to practice the laws of logic in the educational process, which gives students the opportunity to successfully apply their knowledge in real life.

Literature Analysis

G. Ernazarova and Q. One of the significant disadvantages of modern professional pedagogical education is the weak impact on the creative potential, development of its future teachers. The degree of pedagogical practice aimed at the development of their creative abilities is not sufficient, [1;1048-1056-b] we fully support their views. This is because this situation limits the possibilities of teachers to implement innovative approaches, introduce modern pedagogical technologies and organize classes to suit the individual needs of students. As a result, the level of creative thinking skills and pedagogical creativity of teachers decreases.

Research Methodology.

The search for solutions to logical issues encourages the student to deeply analyze the content of the issue, draw the necessary conclusions from it and use the ability to think creatively. Such an approach is aimed at a deep understanding and understanding of the situation expressed in the matter, which supports a knowledge-based educational model. Creativity (lot., Eng. "create" – creation, "creative" – creator, creator) – expresses the meaning of the creative ability of an individual, which characterizes the readiness of a person to develop new ideas, and as an independent factor, is part of giftedness. The creativity of an individual is manifested in his thinking, communication, feelings, in certain types of activity. Creativity refers to the individual as a whole or to certain specific aspects of the individual, including the sharpness of the mind. This quality is also an integral part of talent. P. According to Torrens, creativity refers to a person's ability to advance problems and scientific hypotheses, verify hypotheses, and modify if necessary [2;62-b]. An important place in

identifying problems and solutions is also occupied by sensitivity to contradictions between cognitive and practical actions, that is, the ability to find creative solutions by feeling them subtly. At the same time, it should be said that creativity is not just an innovation, but an art of being able to harmonize existing knowledge and experiences in a special way in solving complex issues.

Analysis And Results

N.Vishnyakova believes that in order to develop creativism in the personality of the future educator, it is necessary to form a number of personality traits of its own. These features include the manifestation of creative individuality, initiative, the use of an active and unusual approach in professional activities. Such an educator would have the ability to find effective solutions to nonstandard, unusual-minded, and complex issues, which would serve his success in education[3;33-b]. This is closely related to the concept of identity creativity. Referring to the concept of "personality creativity" – this is a strong and deep manifestation of the needs, motives and interests of creative activity, social relationships and worldview in a person.

In determining the concept of creativity, Y.The definition of Ilin is of particular importance theoretically-pedagogically. Creativism, he argues, is a characteristic that encompasses an individual's ability to develop unusual ideas, deviate from traditional circles of thought, and qualify to find effective solutions to problem situations through an innovative approach in the pedagogical process [4;448-b]. From this definition it can be said that creativity in our situation is perceived as a socially conditioned creative activity of a person. It contains all the important elements of a new and original product, aimed at creating aesthetically perfect cultural values. Creativity, on the other hand, refers to an individual's willingness to create new ideas, seeking to solve a problem through multiple solutions at the same time, and the ability to search for new options and modifications of solutions.

Conclusions

Creativity as a special creative ability is manifested and realized in the creative process, that is, creativity is only one stage in achieving creativity. According to the researchers, there are different areas of personality, among which it is possible to distinguish humanistic, ecological, moral, value-oriented, creative (that is, creative), etc. These directions contribute to the comprehensive enrichment of the individual and his personal development. In this study, the concept of "personality creativity" is important because it is based on a person's thoughtful understanding and comprehensiveness of the results of his own self and his own creative activity.

K.According to Platonov, the creativity of an educator is interconnected with its intellectual potential. For him, creativity is not only the ability to propose new ideas, but also to make the learning process creative and interesting, to find approaches that suit the individual needs of each student [5;256-b]. Thus, it is correct to say that pedagogical creativism makes it possible to enrich the educational process in active and unusual ways. Because "pedagogical skill is the art of teaching each student, in which it is envisaged to help them realize their potential using the most effective methods and approaches"[6]. From the above points, the introduction of innovative approaches and methods in the educational system will help to increase the creative potential of child teachers and will serve to improve the quality of Education. Pedagogical skill and professional competence are important factors that serve the further development of the teacher's professional career, which develop

through critical thinking in the educational process, a creative approach and the effective use of innovative tools. Because professional competence is the skill of an educator to effectively employ modern knowledge, practical skills and affective connections in their field. This skill requires helping students with a unique approach, applying innovative technologies and finding new paths in the pedagogical process.

An innovative environment in education is a system that allows new approaches to the educational process to be put into practice. This environment supports the development of each student through creative and innovative approaches. G.Gutman noted that in order to fully understand creative activity, in addition to thought processes, it is necessary to take into account the dynamic forces that move them. Most researchers (F.V.Basin, A.N.Luk, A. Ye.Sherozia et al. The main motivations for creative activity are curiosity, the desire to win the respect of others, self-esteem and competition. The development of these personal qualities is associated with a person's motivation, values and reflexive attitude to life and the surrounding world [7;149-b]. R.A.As we get acquainted with the research conducted by Mavlonova, the following points can be recognized, summarizing all of them:

1. Creativity is a pedagogical category that encourages the individual to innovate (innovate).
2. Creative potential is the integration of the professional and personal qualities of the teacher. Because, as long as the teacher is not curious, aspiring by nature, he will never be able to show creativity.
3. Creativity is not a spontaneous quality in teachers, it is due to the fact that the teacher is able to overcome the difficulties faced in the processes of striving for innovations, mastering innovations and being able to apply them in his pedagogical activity, be able to actively, creatively use innovative innovations in his activities and have his own author's ideas, find optimal solutions. [8]

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