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FORMATION OF CREATIVE ATTITUDE THINKING IN STUDENTS BASED ON INNOVATIVE APPROACHES

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Abstract: The formation of thinking about creative relationships among students is understood as a scientific expression of achieving a set goal as a result of a person's creative abilities, aspirations and research. This article expresses opinions on the importance of developing the thinking of creative relationships in students based on innovative approaches.

Key words: Student, creativity, attitude, thinking, innovation, activity, process, productive, reproductive, technology, approach.

It should be noted that in recent times, the concept of "creative relationship thinking" has been widely studied in scientific research. The formation of the thinking of creative relations represents the ability of students to find their place in the intense flow of information, develop their intellectual abilities, acquire the necessary knowledge in the educational process, and apply them in practical activities. Effective interaction of the participants of the educational process is important in forming the thinking of creative relations in students.

S.L. Rubinstein did based on the analysis of the thinking of creative relations in students, we found that the situation reflecting the process of creative thinking is a special type of activity[7].

The concept of activity is a concept that applies only to a person. Creativity depends only on activity. For us, the most important thing is to develop the thinking of creative relationships in students. We believe that in this process, it is necessary to widely use algorithmic and heuristic methods of mental activity. In the process of research, it is also important to distinguish productive (effective) and reproductive types of thinking. Taking into account the signs of creative thinking, we set ourselves the task of distinguishing features related to the ease of knowledge acquisition and the speed of development. In this, we put forward the idea of interdependence of concepts related to general abilities.

The most important feature of thinking that distinguishes it from other mental processes is that it is oriented towards the discovery of new knowledge. The ability of students to independently discover new knowledge is related to the level of development of creative thinking. Such thinking is connected with the creation of a new model that can form the thinking of creative relations in future teachers. First of all, this is directly related to the extent to which future teachers have mastered innovative technologies and are able to use them.

Preparing future teachers for the educational process requires the ability to master modern information, which ensures the use of modern information technologies and non-traditional information sources (hypertext and multimedia systems, constructive environments). After all, the use of computer technologies that help students develop their thinking and creative thinking arouses great interest.

Students who have the opportunity to effectively use information technologies form their own thinking of creative relationships in the process of education. For example, students studying computer science can quickly solve problems on the computer and jointly eliminate issues aimed at solving this problem, develop their knowledge, create something through computer programs, use it as a didactic tool in modeling, creative approach in presenting educational resources to students, etc.[2,3]

Psychological mechanisms of mental activity are being researched by many scientists in scientific work. Psychologist, B.B. Biblura focused on the problem of thinking as creativity to the logic of the mental dialog; A.B.Brushlinskyi the subjective connection between the processes of thinking, skill and imagination; V.P. Zinchenko researched problems such as the development of thinking in the context of education, creativity and culture.

Pedagogical psychologists have conducted many researches on the issue of developing logical literacy. For example, this problem was discussed by A.V. Yefimov in the framework of the science of history, and the issue of the formation of students' logical thinking. Scientists such as K.O.Ananchenko, N.D.Masko, A.A.Stolyar conducted research on the issue of formation of students' logical thinking in high-grade mathematics classes.[1]

Based on the works of the above-mentioned scientists, it is scientifically proven that it is important to use modern educational technologies to form the thinking of creative relations in students' activities today. In this regard, innovative technologies aimed at forming the thinking of creative relations in students are determined by the following.

Lexically, the concept of innovation in English (ingl. «innovationas») - the meaning of an introduced innovation - 1) funds spent on the economy to ensure the replacement of generations of equipment and technology; 2) innovations in the fields of engineering, technology, management and labor organization based on scientific and technical achievements and best practices, as well as their application in various fields and spheres of activity.[139]

According to A.I. Prigozhin, innovation is a new approach to the attitude towards a specific social unit - organization, population, society, group. In the implementation of this relationship, it faces resistance in its own way. However, in order to achieve the set goal, every person, a citizen, specialist, manager, employee, as well as a participant in the process of various social relations, must demonstrate innovative competence.[4]

The American psychologist E. Rogers studied in his research the socio-psychological aspects of social relations with an innovative character, the introduction of innovation into social relations, the categories of persons participating in this process, their attitude to innovation, the level of readiness to accept and understand the essence of innovation, and the classification of social relations with an innovative character among certain categories of individuals.[6]

The concept of "innovative education" was first used in 1979 by the "Club of Rome". Educational innovations are divided into several types.

As a result of the analysis, it is important to dwell on the concept of innovative education based on the concept of innovation. Innovative education is education that creates an opportunity for the learner to create new ideas, standards, rules, to develop qualities and skills related to the natural acceptance of advanced ideas, standards, rules created by other people. The technologies used in the process of innovative education are called innovative educational technologies or educational innovations. Educational innovations are forms, methods and technologies used in the field of education or in the educational process to solve an existing problem based on a new approach and guarantee a more effective result than before. Educational innovations are also called "innovative education".

Innovations come in many forms. The following are the main forms of innovation:

- new ideas;
- specific goals aimed at changing the system or direction of activity;
- unconventional approaches;
- unusual initiatives;
- advanced working methods.

The goal of using innovations in the educational system or educational activities is to get the highest possible result from the money and effort spent. Innovation differs from any innovation in

that it must have a changeable mechanism that allows for management and control. That is why innovative approaches are important in the formation of students' thinking of creative relations in the process of education.

In conclusion, we can see that if innovative approaches are effectively used in the process of education, it will be very helpful in forming the thinking of creative relations among students.

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