

THEORETICAL SIGNIFICANCE OF THE PRINCIPLE OF DIVERSIFICATION
IN THE EDUCATIONAL PROCESS IN INCREASING STUDENT CREATIVITY

Otamurodova Shamsu Qamar Otamurodovna

Acting Associate Professor of the Department of
Pedagogy of the Termez State Pedagogical Institute

Annotatsiya: Mazkur maqolada ta'lif jarayonida diversifikatsiya tamoyilining nazarii asoslari hamda uning talaba kreativligini rivojlantirishdagi ahamiyati tahlil etiladi. Ta'lifni diversifikatsiyalash orqali individual yondashuvni kuchaytirish, o'quv jarayonini talabalarning qobiliyatlari, qiziqishlari va ehtiyojlariga moslashtirish masalalari yoritilgan. Shuningdek, kreativlik tushunchasining pedagogik-psixologik mazmuni, uning shakllanish omillari va ta'lif muhitidagi o'rni ilmiy manbalar asosida olib beriladi.

Аннотация: В данной статье анализируются теоретические основы принципа диверсификации в образовательном процессе и его значение в развитии креативности студентов. Освещены вопросы усиления индивидуального подхода через диверсификацию образования, адаптации учебного процесса к способностям, интересам и потребностям студентов. Также на основе научных источников раскрывается педагогико-психологическое содержание понятия креативности, факторы ее формирования и место в образовательной среде.

Abstract: This article analyzes the theoretical foundations of the principle of diversification in the educational process and its importance in developing students' creativity. The issues of strengthening the individual approach through the diversification of education, adapting the educational process to the abilities, interests, and needs of students are highlighted. Also, based on scientific sources, the pedagogical and psychological content of the concept of creativity, the factors of its formation, and its place in the educational environment are revealed.

Keywords: Principle of diversification, educational process, student creativity, creative potential, creative thinking, innovation in education, personality-oriented education, competency-based approach, teaching methods, pedagogical conditions.

Currently, the socio-economic development of society, the progress of science and technology impose new qualitative requirements on the education system. In particular, the development of the ability of future specialists not only to possess professional knowledge and skills, but also to think independently, to demonstrate a creative approach in problem situations, and to develop innovative ideas is becoming increasingly important. From this point of view, increasing the creative potential of students is recognized as one of the priority tasks of modern pedagogy.

In modern pedagogical research, special attention is paid to the issue of education diversification. In particular, according to V.A. Slastenin and I.F. Isaev, diversified education serves to take into account the individual characteristics of students through the diverse organization of the content, methods, and forms of the educational process [1]. N.B. Krylova assesses diversification as an important pedagogical principle that ensures the flexibility of the educational environment and supports the creative development of the individual [2].

The principle of diversification is inextricably linked with personality-oriented education, competency-based and activity-based approaches, ensuring the student's participation in the educational process as an active subject. According to A.V. Khutorskoy, the variability of the content and methods of education allows students to develop independent thinking, a critical approach, and creative activity. This directly contributes to the formation of creative potential [3].



Therefore, the study of the theoretical significance of the principle of diversification in increasing student creativity in the educational process is relevant from a scientific and pedagogical point of view.

In modern pedagogy, the rejection of uniformity in the organization of the educational process, that is, the different organization of the content, methods, forms, and means of the educational process, is considered an important theoretical principle. This approach is explained by the concept of the "principle of diversification." Diversification ensures the flexibility of the educational process and serves to take into account the individual capabilities, interests, and needs of students.

From a pedagogical point of view, the principle of diversification is aimed at increasing the effectiveness of education by ensuring the variability of educational content, the alternateness of teaching methods, and the diversity of forms of educational activity. This allows the student to be formed not only as a master of ready-made knowledge, but also as a subject who independently acquires and creatively processes knowledge.

The theoretical foundations of the principle of diversification are inextricably linked with the ideas of personality-oriented education. In this approach, it is emphasized that the educational process should serve to ensure the personal development of the student. In this regard, V.A. Slastenin considers the diversification of education as an important pedagogical condition that ensures the individual development of the individual[1]. According to the scholar, the diversity of educational content and methods reveals the student's activity and creative potential.

Thus, the principle of diversification, from a theoretical point of view, is an important pedagogical basis for the formation of a creative environment in the educational process, supporting the student's independent thinking and stimulating creative activity.

Student creativity in modern educational theory is interpreted as the ability of a person to think in new ways in problem situations, to put forward unusual ideas, and to find original solutions. Creativity is directly related to the intellectual activity, independence, and initiative of the individual, which develops through active participation in the learning process [7].

Psychological and pedagogical research emphasizes the importance of using tasks based on freedom, choice, and alternative solutions in the educational process for the development of creativity. J. Guilford, in his research, connects creativity with divergent thinking, justifying it as the ability to find different solutions to one problem [4]. This approach indicates the need to use alternative and open tasks in the educational process, and not identical tasks.

E. Torrens interprets creativity as the process of a person perceiving problems, asking questions, and testing new ideas. In his opinion, psychological comfort and support for free creative activity in the educational environment are important for the development of creativity [5].

Thus, student creativity is formed not in the process of repetition of ready-made knowledge, but in the process of creative assimilation and application of knowledge. This process directly depends on how education is organized.

Theoretical analysis shows that the educational process based on the principle of diversification creates favorable conditions for the development of student creativity. The diversity of educational content and methods activates the student's independent thinking, supports creative initiative, and increases interest in learning activities [8].

In a diversified educational environment, the student has the opportunity to choose learning tasks that correspond to their abilities, analyze the problem from different points of view, and freely express their opinion. This situation has a positive impact on the development of creative



thinking. A.V. Khutorskoy asserts that the variability of educational content serves to form an experience of creative activity in students[6].

At the same time, the principle of diversification strengthens the student's subjective position in the educational process. The student feels himself as an active participant in the educational process, which serves to reveal his creative potential. As a result, the principle of diversification manifests itself as an important theoretical basis for increasing student creativity.

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