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THE CONTENT AND ESSENCE OF THE CONCEPTS OF MOTIVATIONAL APPROACH” AND “CREATIVE THINKING

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Abstract

This article presents the content and essence of the concepts of “motivational approach” and “creative thinking” and their coverage in various scientific sources. It also presents considerations on the study of the process of developing creative thinking skills of students of pedagogical education based on the Motivational Approach.

Keywords. Motivational approach, motive, motivation, creativity, creative thinking, pedagogical higher education institution, development of creative qualities, specialist.

Introduction

The development of science and technology today does not bypass the issue of education. Modern requirements impose on the professors and teachers of pedagogical higher education institutions the task of preparing comprehensively mature, professional knowledge, qualifications and skills of specialists, as well as developing their creative qualities and preparing pedagogical personnel who can solve problems in the pedagogical education process with the help of new solutions. Therefore, today, in the process of training specialists in pedagogical higher education institutions, attention is paid to their creative thinking skills. The role of the motivational approach in the effective organization of this process is invaluable. In studying the process of developing creative thinking skills of

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students of pedagogical education based on the motivational approach, it is necessary to first be sufficiently aware of the essence of the basic concepts - motivation, motivational approach, creativity, creative thinking, etc.

Literature Analysis and Methodology

The encyclopedia "Pedagogy" defines "Motive - 1) a set of various reasons that encourage a person to study or perform certain actions; 2) a student's inclination to activities related to satisfying certain needs. Motivation - is the purposeful direction of the activities of students based on certain needs and using psychological influence. Motivation is the use of a person's moral inclinations in managing his activities. Motivational skills are the sum of a person's motives and the most important sign of his ability to creative scientific work" [1.B.368].

In the encyclopedic dictionary of philosophy, the concept of motive is defined as "an inclination or causality that encourages a person to mental, practical action and the implementation of behavior, inextricably linked with the satisfaction of certain needs."

Psychological dictionaries say that "Motive is a person's inclination towards a particular behavior; Motivation is a logical process of justifying and explaining why a person decided to perform these thoughts and actions at a certain time, and not other thoughts and actions; Motivation is a set of psychological reasons that explain human behavior, its connection, direction and activity."

In the explanatory dictionary of the Uzbek language, the concept of motive is defined as "1) A structural element of the plot, the main content, theme of the work. 2) The smallest part of the following" [2.B.618].

Discussion and Results

Motivation arises and is formed on the basis of need. The stabilization of need ensures the effective formation of motivation. Since movement is a component of activity, it is controlled by the purpose of activity and motivation. Sometimes

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there are cases when the concept of motivation is replaced by the terms “emotion”, “goal”, “setting”. Sometimes it is identified with the concepts of impulse, instigator, and instigator.

The concepts of motive and motivation are interpreted differently by researchers. For example, A. Maslow associates motive with need, while S.L. Rubinstein considers motive to be the perception and satisfaction of this need.

According to B.Kh. Khodzhayev, motivation is the process of movement of motives, the set of motives that encourage a person to the main activity. Motive, translated from French, means a driving force, a reason.[3.B.36]

A.N. Leontiev considers motivation to be an objectivity that directs and stimulates human activity to satisfy needs. According to L.I. Bozhovich, motivation can be not only external objective factors, but also perceptions, ideas, feelings, in a word, internal subjective factors.[4.B.14]

According to A.A. Rean, motivation is an internal incentive of a person to one or another type of activity. V.K. Vilyunas considers motive to be a system of processes responsible for arousal and activity.

According to Sh.S. Shodmonova, scientists have different classifications of motivation, some of them call the situations that arise in a person, that is, the situations that cause a person to act, motivation, some cite people's goals, interests, desires, intentions, aspirations, interests, needs and beliefs as motives, and others interpret motivation as a process. [5.B.105] According to K.S. Okilova, motivation is "a constant active process of forces that motivate, awaken and stimulate the needs of a teacher or student to provide and receive his or her own education, to ensure personal and professional interests, and to achieve his or her own goals" [6.B.11] Another basic concept of our study is the motivational approach. The concept of a motivational approach is inherent in the process of teaching various disciplines and is reflected in the variety of definitions given to it. In particular, M. Shamilova, explaining the concept of a motivational approach using the example of foreign languages, says: “The motivational approach is

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considered one of the main factors in improving students' listening and comprehension skills in a foreign language.” [7.B.22] Z. Yariyeva, explaining the motivational approach in the context of teaching foreign languages, evaluates the motivational approach as “a pedagogical strategy aimed at increasing the effectiveness of the learning process by forming internal and external incentives for language learning.”

According to Sh. Kuchkarova, the motivational approach is a set of reasons that motivate a person to an active process, an approach that develops thinking skills, ensures the effective course of the process, and includes orientation, organization, support, etc. as its structural components. According to N.Sh. Mannopova, the motivational approach is a set of systems that encourage a person to achieve the results of his activity, to think actively in the educational process, and to provide his mobility abilities.

A. Maslow, in the chapter entitled “Motivation and Personality” of his work “Theory of the Hierarchy of Needs”, defines the motivational approach as follows: “An approach that sets in motion the inner and outer world of a person, reveals all his skills and encourages him to strive for the goal.”

Frederick Herzberg, in his book “Two Factor Theory”, describes the motivational approach in terms of its role in work as follows: “A system of methods and mechanisms used to motivate employees, increase their performance and improve the efficiency of the organization”.

An analysis of scientific and pedagogical sources shows that there is no single, unified definition of the concept of creativity. The concept of creativity is interpreted differently in different sources.

In particular, the concept of creativity in the pedagogical encyclopedia (creativity) (lat. creation – creativity, creativity) is defined as 1) the ability to create something new, unique, an artistic form, a mental process leading to thinking, ideas and solutions. 2) the creative ability of a person, which characterizes his readiness to create and accept new ideas. Thus, in the

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encyclopedia of pedagogy, “the presence of creativity in a person’s behavior and activities is determined by the ability to make independent decisions on solving a problem in a new approach, in a non-standard way, in contrast to existing traditional situations and experiences. In fact, everyone may have a tendency to creativity innately. There are a number of factors that determine the manifestation (or lack thereof) of creativity. The environment, as well as the content and methodology of education, are the main factors in the manifestation and development of creativity.” Thus, creativity is “(creativity) (lat. creation – creativity, creativity) – the ability to create something new, unique, a mental process leading to the creation of an artistic form, thinking, ideas and solutions; a creative ability that characterizes a person’s readiness to create and accept new ideas.”

In the explanatory dictionary of the Uzbek language, creativity is defined as “creativity, creativity”. In psychological dictionaries, creativity is described as “having a research character and developing goal-directed creative thinking in students.” From a psychological point of view, creativity is considered “a manifestation of a person’s creative potential (thinking, feelings, communication, personal activity) and generally characterizes its individual aspects, products of activity, and the process of their creation.” In the dictionary of the philosophical encyclopedia, creativity (from Latin *creo* - to create, to create) is described as the ability to creative changes aimed at finding solutions to given processes and problems in an unusual way. It should be noted that attempts to explain the concept of creativity are of particular interest to our and foreign scientists. For example, foreign scholars Ken Robinson defines creativity as “a set of original ideas that have their own value” [8.B.566], while Gardner defines creativity as “a practical action carried out by an individual, which must reflect a certain novelty and have a certain practical value” [9.B.300]. According to Embile, creativity is “the possession of highly unusual skills along with thorough knowledge acquired in a certain field”. According to T. Lubard, creativity is “the ability to create a

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product that is novel and at the same time appropriate to the context in which it is located”.

According to P. Torrens, creativity is “the formulation of a problem or scientific hypothesis.” D. Wexler emphasizes that “Creativity is a type of thinking that requires a person to come up with several solutions to a problem or issue at once and, unlike stereotyped, boring thinking, helps to understand the unique and unique qualities of the essence of things and phenomena.” A.H. Maslow identified two levels of self-formation in creativity: the first is “involuntary creativity, in which a person suddenly comes to his senses, inspiration, and experiences difficult experiences”, “the second is voluntary, associated with hard work, continuous education, and striving for perfection”.

Conclusion

Thus, creative thinking based on a motivational approach is considered an important and necessary component of a teacher. Possession of creative thinking skills based on a motivational approach is evident in the teacher’s organization of modern education, instilling enthusiasm in students, and in their emergence of new ideas and non-standard solutions. In the process of pedagogical education, it is important to interact with people of different ages and social statuses, to study their attitude to the educational process, to effectively organize the lesson process based on their personal, individual characteristics, and to develop their existing abilities. In this regard, it is important for students of pedagogical education to have creative thinking skills based on a motivational approach.

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