The Continuity of the Process of Developing Creative Individuals in the System of Uninterrupted Education

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Abstract. This article is dedicated to systematic and general idea about the implementation of the continuity principle in developing pupils' creative abilities in uninterrupted education, the substantiation of components, phases of continuous education were the theoretical prerequisites for studying this phenomena. Pedagogical conditions were defined based on theoretical comprehension of the problem and the analyses of general, secondary and vocational education.

Keywords: the system, creative abilities, pupils' skills, continuity, productive, reproductive, methods, educational processes, socio-pedagogical, specific ways, talented children

INTRODUCTION

Today's world needs a new type of individuals who can adopt decisions on their own, make conscious choices, flexibly react to changing circumstances and create something new and unique. That is why many researchers consider individuals' creative abilities as the basic resource of development of civilizations.

In modern circumstances, the existing system of developing creative individuals is not capable of fully meeting this requirement because society keeps on constantly raising and changing the requirement for the system of training specialists. And that is why the system of general, secondary and vocational education plays an important role in resolving this pedagogical problem. Together, the three phases of this system have great socio-pedagogical potential for developing creative abilities because they help to meet individuals' different and sometimes unique cognitive interests in conditions of uninterrupted education. They also make it possible not to lose talented children in standardized education and elevate them to a new higher level of individual development. They help to develop pupils' skills, to involve them in valuable social activities and to motivate them to study and create.

MATERIALS AND METHODS

The issue of ensuring the continuity of the process of developing creative individuals in the system of uninterrupted education is a multi-faceted issue, which, in particular, includes determining efficient ways of organizing educational processes. Specific ways and methods must be worked out to integrate creative work with vocational and social training, which, in its turn, must convey current socio-economic changes and should meet modern scientific requirements.

Pedagogical experience shows that there are a lot of unused resources in the field of training future specialists. One of these resources is ensuring continuity of the process of

developing pupils' creative abilities in the system of general and vocational education, which helps to boost significantly the process of training of future specialists. Moreover, creative activities help pupils to constantly expand their knowledge and prepare themselves for self-education.

In the system of the primary and secondary education, pupils' creative activities are mainly carried out during the lessons and technical or other special courses. Vocational education is different to the primary and secondary education system in terms of the way its organized, relative homogeneity of groups of pupils, determined professional orientation of pupils, applied nature of education and the opportunity to deeply integrate various forms and methods of education. We believe that the continuity of the process of individual's creative development, as a part of a general system, must include the abovementioned factors.

How continuity can be ensured in the process of training creative individuals?

In Uzbekistan, the main fields of developing the education system, including training creative pupils, are fixed in the national model of training specialists. This model envisages continuous education. The continuity of the education is ensured by the succession of educational phases as well as by treating pupils as a developing personality and "consumer and producer of educational services".

Constant development of an individual as the subject of an activity is the central idea of ensuring the continuity of education. Thus, in the national model on training specialists, the development of individuals is considered as a continuous process.

Ensuring the continuity of education requires openness and flexibility of the content of primary, secondary and vocational education. All phases of continuous education must gradually improve pupils' knowledge based on individuals' creative activities because those activities are needed to ensure the individuals' self-development. The content of continuous education and its internal coordination should be formed based on this.

Basic contents of education, including conversation, reading and writing skills and knowledge in various fields are main factors in implementing the principle of continuity in the education system. After learning basic skills needed for education, people can choose types, terms and speed of education and individualize the process of education. Those intellectual basics help people to acquire applied knowledge dictated by new technologies as well as to further improve their knowledge. Knowledge related to worldview such as understanding relations among people, between people and society, people and industry, people and state, people and nature become increasingly important in this context. Humantarian, cultural, historical and environmental aspects of education and the comprehension of relations between developing, changing processes and notions advance to the forefront.

RESULTS AND DISCUSSIONS

Having analyzed phases of learning when using pedagogical technologies, we determined the following phases of the formation of pupils' creative abilities: the first phase – the goal, situation and requirements of a creative task are given in this phase; the second phase - the goal and requirements of a creative task are given in this phase and, at the second phase, pupils must work out structure and technology needed for fulfilling this task and suggest a new solution ; the third phase – only the goal of a creative task is given in the third

phase and pupils must understand the situation fully and apply knowledge which they learned earlier to solve the task. The general goal of activity is given in the fourth phase and, in this phase, pupils search for a relevant situation and activities that lead to the goal.

The abovementioned phases of developing creative individuals envisage forming pupils' creative skills as the highest form of creative activities. After studying the phases of realizing creative ideas, it was established that thinking processes can be **productive** and **reproductive** depending on importance, complexity and significance. Four phases of developing creative ideas were determined after studying this process. In the **frist phase** the thinking process is of a productive nature. In this phase, the problem and the need for resolving the problem are analyzed. The continuance of this phase depends on experience and the level of knowledge of the inventor. In the **second phase** the process of finding solution to the problem is of a re-productive nature. In this phase, solutions to the problem, which are present in nature and human beings' activities, are analyzed. The continuance of this phase depends on basic knowledge, experience and the depth of the world view of the inventor as well as on the relevance of the problem to the inventor's profession. In **the third** – *productive phase, the relationship between the problem and its suggested solution is established and the concept of the invention is suggested. It is the most important phase in the process of invention because public opinion about the invention will mainly depend on the success of this phase. The* ***fourth phase*** is a re-productive phase during which experiments are carried out to substantiate the suggested technical solution. The effectiveness of the solution is also proved in this phase.

The strategy of developing individuals' creative abilities must be based on the following: pupils should always pay attention to the fact that methods for solving creative tasks are universal; purpose of education must not be limited to only learning methods of creatively resolving tasks, the ability to find and formulate tasks should be developed; the ability to generate new ideas aimed at resolving tasks must be developed and pupils must be taught how to substantiate their solutions with the help of simple calculations and experiments; the ability to collect and process information as well as information culture of individuals must be formed.

Based on the analyses of organizational forms and methods of teaching and the strategy of developing individuals' creative abilities, independent creative research, creative games, situational tasks and modular teaching methods have been suggested as the most effective means of ensuring the abovementioned didactic process.

CONCLUSION

The implementation of the principles of continuity and succession in the development of creative individuals helps to ensure that pupil study and understand material well and it also creates conditions that help future specialists to develop by stimulating their interest in learning new things, understanding progressive role of innovative ideas and solutions in boosting their professional activities in the future. Implementation of these principles also helps to use elements of scientific-creative studies and accustoms pupils to highly intellectual labour by meeting their cognitive and aesthetic needs. That is why it is important to work out didactic materials to boost pupils' creative abilities and form critical and independent thinking.

Thus, working out a package of pedagogical technologies, which ensure the continuity of the process of training creative individuals, is very important in ensuring continuous and uninterrupted education in general.

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