

## PEDAGOGICAL CONDITIONS FOR DEVELOPING CREATIVE QUALITIES IN STUDENTS

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In modern education, the process of nurturing an independent, critical-thinking, and creative individual is being improved by incorporating new socio-pedagogical demands and principles. The ideas of independent thinking, creativity, and personality development have been at the core of pedagogical theories and the early stages of school development, aiming to shape socially significant subjects with aesthetic sensibilities. In later stages of human history, personal activity has been described as becoming more original and enriched with unique ideas. In this context, we will focus on the issues related to developing students' creative abilities.

Research results indicate that individuals with developed creative qualities exhibit the following behaviors: a desire to introduce novelty, an inclination to demonstrate creative traits, striving for originality in creative work, reorganizing structures of habitual behavior, evaluating themselves positively, believing in their own strength and potential, associating problems with alternative ideas, finding similarities between different (even opposing) concepts, expressing their ideas in unique interpretations, accepting their own and others' transformations positively, and adopting both conventional and unconventional ideas. Such individuals demonstrate the ability to think independently and approach situations innovatively.

In the field of biology, developing creative qualities in students requires consideration of theoretical concepts, pedagogical observations, cognitive exercises, and creative tasks. The practical value of creativity can be assessed using the following criteria:

- 1. Perfection** – The thorough reasoning behind creative ideas; the shape, color, spatial, and compositional consistency of creative products
- 2. Harmony of content and form** – The logical completion of a creative idea based on a solid theoretical foundation, ensuring its alignment with the final product's shape.
- 3. Originality** – The novelty of a creative idea, not previously proposed by others
- 4. Completeness** – The full realization of all components of a creative idea.
- 5. Emotional and aesthetic impact** – The ability of a creative idea or product to evoke emotional responses.

**6. Multifunctionality** – A creative idea should contribute to organizing social, economic, and cultural relationships.

**7. Having practical value** – creative thinking, service of production for organising interpersonal, social, economical, cultural attitudes.

Developing creativity in students is a complex process that requires a step-by-step approach. Below are the stages suggested by researchers for fostering creative qualities:

**1. Adaptation (Adaptive) Stage**

At this stage, special exercises help develop students' creative thinking abilities. Assignments are general in nature, encouraging students to put forward original ideas in various fields.

**2. Development Stage**

At this stage, special exercises further enhance students' creative thinking abilities. Assignments focus on biology-related topics, helping students develop original ideas in this field.

**3. Analytical-Evaluation Stage**

Students assess their own and others' creative qualities. They analyze and evaluate solutions to problems presented in biology assignments.

**4. Practical-Activity Stage**

In this stage, students apply creative qualities in biology-related tasks. They actively participate in problem-solving exercises that require creative thinking.

Developing creative qualities is closely linked to an individual's life experience, knowledge level, lifestyle, and interpersonal relationships.

To foster creative thinking, students should:

Perceive themselves as imaginative and multi-faceted individuals.

Be independent and resistant to external pressures.

Analyze and critically evaluate assumptions.

Be open-minded and flexible in accepting new ideas.

Identify connections between seemingly opposing concepts, express unique thoughts, and persuade others.

Have a well-developed sense of humor.

Thus, determining the key pedagogical principles for fostering students' creative qualities in biology lessons enhances the effectiveness of the educational process.

Ensuring that biology assignments have a problematic, creative, and intellectual nature helps develop students' emotional engagement, curiosity, aesthetic sense, independence, intellectual activity, willingness to take risks, openness to new ideas,

critical thinking ability, creativity, innovative thinking, originality, and divergent thinking.

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