CLUSTER METHOD OF FORMING STUDENTS' CREATIVE ACTIVITY

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Annotation
In this article, the cluster method for the comprehensive development of intellectual ability and formation of creative activity in teaching and learning was explained**.**

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The role and activity of the student in the educational process. Pupils' activity in the educational process. Acquiring knowledge as a specific form of activity has certain structure, development and activity laws. Acquiring knowledge is the process of perceiving existence, learning, practicing, strengthening of behavior and activity skills, skills, improvement and enrichment of existing knowledge based on specific experience. An important component of knowledge acquisition is the motive, that is, the feeling of motivation, the emergence of a need in relation to the organization of an educational action or activity.

The next component of the study is the list of learning actions (operations) and they are performed according to the perceived goal. Educational activities are manifested at all stages of the organization of the educational process. Actions can be external (observable) and internal (unobservable). External educational activities include subject activities (writing, drawing, conducting experiments); includes perceptual activities (listening, thinking, observing, sensing) and using speech.

Internal (mnemonic, from the Greek "mnemonicon" - the culture of remembering) actions include remembering material, arranging and organizing it, as well as actions of imagination and thinking (intellectual).

Learning any knowledge requires students to have a culture of perception and to understand the educational material. In the pedagogical process, there is a danger that the students will not understand the meaning of scientific knowledge sufficiently and will only accept and memorize it as a unit of sounds.

It is appropriate to introduce students to the conditions of mastering scientific knowledge with a full understanding of their essence, and to explain to them the essence and importance of self-control. In self-control, students should evaluate the effectiveness of the mental work tools they use, as well as the results of their work.

Assessment, control and analysis of results are integral parts of educational activities. Self-control, self-evaluation and self-analysis by the student in the educational process is formed on the basis of observing similar teaching actions of the teacher. The formation of these actions

helps to attract students to observe the activities of their peers, to organize mutual control, to evaluate and analyze the results of their activities based on established criteria.

The structure of the knowledge acquisition process. In order for students to learn to manage learning and perception activities, it is necessary to have a good idea of the structure of the knowledge acquisition process, to know the stages of knowledge acquisition by students: perception, understanding of educational material, consolidation, knowledge in practical activities. application.*2+.

The first stage is perception. It is known from psychology that perception is a process of awareness directed at a specific goal, and it has the characteristic of choice. Therefore, first of all, it is necessary to explain to the students the topic, that is, what they will learn (setting the issue). Based on this, a preliminary introduction to the educational material is carried out. It consists of observing real or imaginary objects, events, situations, conducting possible experiments. The first stage is completed when the student has a sufficient idea of what events and events, subjects to study and understands the educational issue.

The second stage is to understand the educational material. It consists in extracting and analyzing theoretical aspects of data. In this case, it is necessary to find the main content, to distinguish the concept, to justify their signs, to determine the nature of the explanatory material, to study a set of examples and explanatory evidence. Systematic knowledge is important in this situation. In it, the student should highlight the most basic, secondary and additional, explanatory elements. If the student understands the method of solving the educational problem, if he understands the system between knowledge, this stage is considered completed.

The third stage is to remember and consolidate. This stage consists in keeping the acquired knowledge for a long time. In it, cognitive activity will have the characteristics of more exercises, independent reproductive and creative issues. Theoretical material, concepts, rules, proofs are repeated in various exercises. The teacher should monitor whether the students understand and complete the tasks. They can mechanically copy texts, perform tasks, perform rules and concepts without deep understanding. At the end of the stage, students know theoretical materials and know how to use them to perform exercises, solve problems, and prove theorems. They will develop educational skills and abilities.

The fourth stage will be the application of knowledge, skills and abilities in practical activities. Application of knowledge can be carried out in different forms and forms of activity, depending on the nature of the content of the studied material. It can be educational exercises, laboratory work, research assignments, work on the school grounds. The schematic view of the stages of acquiring knowledge is as follows:

The stages of acquiring knowledge are applying, strengthening, understanding, understanding. Epistemological foundations of education. The logical construction of the educational process depends on the characteristics and epistemological aspects of the educational content.

Epistemology (Greek - "gnosis" ("gnoseos") - knowledge, consciousness, learning, logia - science, teaching) - knowledge, formation of scientific knowledge, features, laws, methods, forms of scientific thinking, as well as human theory, doctrine about the ability to understand existing existence.

In the history of social development, different approaches to the general structure and stages of human knowledge of the environment are known. These approaches determine the logic of building the educational process and understanding the content of education.

Muhammad al-Khorazmi (9th century) made a great contribution to the development of the theory of knowledge. He was the first to reflect the movements of space objects and the location of points on the earth in the form of a table, scientifically justified the methods of experiment-observation and research, clarified the principle of the unity of unity, as well as the essence of separate and general, induction and deductions; developed an algorithmic method of solving mathematical problems. This method is still used today. [1].

Al-Kindi (ninth century) puts forward a three-stage concept of scientific knowledge. Alloma divides human knowledge into two: intuitive and rational. The subject and object of perception are all physical and material things. According to Kindi, perception provides the essential material for the mind.

Only the mind is capable of developing real knowledge and understanding of the external world, - believes Kindiy.

Abu Nasr Farabi (10th century) clarifies the essence of Kindi's ideas. A person who seeks to know something first of all studies its known state, directs what he has acquired to the knowledge that needs to be mastered. Alloma develops recommendations on the classification of subjects, as well as on the organization of cognitive activities. In order to become a good theoretician, - Abu Nasr Farabi says, - regardless of what science one is dealing with, the following three conditions must be followed:

1) good knowledge of all the principles underlying the science;

2) must draw the necessary conclusion based on this principle and data, i.e. know the rules of reasoning;

3) it is necessary to know how to prove wrong theories and analyze the opinions of other authors, as well as distinguish truth from lies and correct errors.

Abu Rayhan Beruni Beruni (11th century) understands knowledge as a continuous, uninterrupted process. According to Alloma, mankind will learn the true nature of existence, aspects that are still unknown in the future.

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