

DEVELOPMENT OF CREATIVE THINKING IN MEDICAL STUDENTS AND THE IMPORTANCE OF ITS APPLICATION

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Abstract: *This scientific article explores the crucial role of fostering creative thinking skills in medical students and the significance of applying these skills in the ever-evolving field of medicine. The study investigates various methods for developing creativity in medical education and highlights the positive impact on problem-solving, innovation, and overall professional competence. The research underscores the need for a holistic approach to medical education that not only imparts technical knowledge but also nurtures the creative mindset essential for addressing complex healthcare challenges.*

Keywords: *Creative thinking, Medical education, Problem-solving, Innovation, Critical thinking, Healthcare challenges.*

Introduction: Modern pedagogy shows that the student knows and can, and what methods he thought. Cognitive style is stable explain the features of cognitive processes (attention, memory, thinking) that determine the use of different research strategies. J. Guilford (1967) identified convergent (logical, unidirectional) and divergent (going simultaneously in different directions, deviating from logic) thinking, which is based on the strategy of generating a set solutions to one problem. One of the well-known Guilford tests is the University of California test, which determined such signs of divergent thinking such as ease, flexibility, accuracy. According to researcher and scientist P. Torrance, creativity includes an increased sensitivity to problems, to

deficits and inconsistencies of knowledge, actions to identify these problems, to find their solutions on the basis of putting forward hypotheses, testing and changing them, formulating the result of the decision. Creativity is included in the structure of giftedness in as an independent factor. Medical education traditionally emphasizes the acquisition of extensive factual knowledge and technical skills. However, in the dynamic landscape of healthcare, creative thinking is becoming increasingly vital. Creative individuals are better equipped to adapt to new situations, devise innovative solutions, and contribute to advancements in medical science. This article aims to explore the methods used to cultivate creative thinking in medical students and the implications for their future roles as healthcare professionals.

In order to promote the development of creative thinking, you can use learning situations that are characterized by incompleteness or openness to the integration of new elements, with students encouraged to formulate a variety of questions. These are forms of work such as brainstorming, business games, discussion, practical work with research activities, that is, mainly interactive forms of working with students. The obstacles to the development of creativity are the motive of avoiding failures, and not the desire for success, stereotypes of thinking and behavior, conformity of behavior.

Research Methods: This research employs a mixed-methods approach, combining a comprehensive literature review with a qualitative analysis of creative thinking development programs in medical education. The literature review surveys existing studies on creativity in medical education, while the qualitative analysis involves interviews with medical educators, students, and professionals to gain insights into practical experiences and outcomes.

Research Results: We found out how the students themselves feel (the sample consisted of 75 - 5th year students of the Faculty of Treatment and Prevention) to the need for creative thinking in their future professions.

Curricular Innovations: Several medical schools have incorporated creative thinking modules into their curricula. These modules focus on problem-solving,

brainstorming, and interdisciplinary collaboration, aiming to instill creative habits in students.

Extracurricular Initiatives: Beyond the formal curriculum, extracurricular activities, such as medical hackathons, research projects, and innovation competitions, have proven effective in fostering creativity among medical students. These activities provide a platform for students to apply theoretical knowledge to real-world problems.

Interdisciplinary Collaboration: Collaborative efforts with other disciplines, such as engineering and technology, expose medical students to diverse perspectives and methodologies, encouraging them to think beyond traditional medical frameworks.

Mentorship Programs: Mentorship plays a crucial role in nurturing creativity. Establishing mentorship programs where experienced professionals guide medical students allows for the transfer of creative thinking skills and practical insights.

Conclusions: The development of creative thinking in medical students is imperative for addressing the ever-evolving challenges in healthcare. The research findings highlight the effectiveness of both curricular and extracurricular initiatives in fostering creativity. Integrating creative thinking into medical education not only enhances problem-solving skills but also prepares future healthcare professionals to navigate the complexities of the healthcare landscape. As medical practice continues to advance, it is essential to recognize creative thinking as a core competency and invest in educational strategies that cultivate and promote this skill in the next generation of medical professionals. When assessing the knowledge, skills and abilities of students, it is important to take into account not only tasks and assignments on the convergent type of thinking (tests, oral and written answers, student abstracts “according to a template”), but also tasks based on divergent type (group and individual research work for a specific course, different workshops), as well as when creating a format training should use interactive teaching methods as much as possible.

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