

PEDAGOGICAL FOUNDATIONS OF DEVELOPING INTUITIVE COGNITION IN STUDENTS THROUGH CREATIVE TEXTS**Baxrinova Munisa Xusniddinovna**Doctoral student, Department of Primary Education, Qarshi State University
E-mail: mbaxrinova@gmail.com Phone: +998909111338

Abstract. This article examines the theoretical and pedagogical aspects of developing students' intuitive cognition through creative texts. Intuition is not a random phenomenon but a high-level cognitive process formed through the integration of deep knowledge, experience, and logical reasoning. The study highlights the role of intuitive cognition in creative thinking, the interaction of conscious and unconscious cognitive stages, and the mechanisms through which intuition activates during the process of creating creative texts. Findings demonstrate that working with creative texts serves as an effective pedagogical tool for enhancing students' intuitive abilities.

Keywords: intuition, intuitive cognition, creative text, creative thinking, cognitive activity, conscious and unconscious cognition, pedagogical process, educational effectiveness

Introduction

In modern education, developing a teacher's professional competence is a key priority. This process involves not only acquiring knowledge, skills, and abilities, but also cultivating cognitive, creative, and predictive capacities. The ability to make quick decisions, navigate complex and ambiguous situations, and anticipate students' psychological states is closely linked to intuitive competence [1].

Intuition often operates at a subconscious level, emerging as a cognitive mechanism shaped by prior experience, knowledge, and perception [2]. The dynamic and multifaceted nature of pedagogical activity—requiring adaptability, individualized approaches, and rapid problem-solving—further emphasizes the importance of intuition in education [3].

In mother tongue education, the use of creative texts activates students' thinking, develops imagination and associative reasoning, and creates favorable conditions for the formation of intuition. Working with creative texts allows students not only to conduct logical analysis but also to experience topics emotionally, visualize images, and generate unexpected cognitive solutions [4].

Main Body

Intuitive knowledge in the process of creative text production is not a random phenomenon but manifests as a high-level cognitive outcome arising from deep knowledge, experience, and logical reasoning [5]. Creative problems can conditionally be divided into two groups: the first group consists of problems solved through logical thinking, while the second includes problems whose solutions are found through the activation of intuition in situations where logical analysis is insufficient.

The development of intuition through creative texts represents a process of finding solutions unconsciously while relying on internal cognitive foundations. It may manifest at all stages of students' cognitive activity. Intuition is not a quality inherent only to particularly gifted students;

rather, it functions to varying degrees across almost every learner in different fields and types of activity [6].

Intuition manifests not only within the realm of creativity but also in artistic creation, technical activity, everyday practice, and the professional activities of specialists in various fields. For example, in creating a creative text, a student often begins with logical planning and subsequently reaches an unexpected image, semantic solution, or stylistic innovation through an intuitive “leap” [7].

The primary function of intuition is to create opportunities for understanding problematic situations through simple, reliable, and figurative representations, as well as to accelerate the process of finding solutions [8].

Conclusion

In summary, intuition serves as a fundamental cognitive mechanism contributing significantly to students' educational and creative development. The process of creative text production demonstrates that intuitive knowledge is not a random occurrence but a structured, high-level cognitive outcome arising from prior knowledge, experience, and logical reasoning [9]. Through creative texts, students learn to integrate conscious and subconscious thinking, transforming disordered ideas into coherent, expressive, and innovative outputs.

Intuition is not restricted to exceptionally gifted learners; it manifests across all students to varying degrees and can be systematically cultivated through pedagogical strategies. Creative texts foster independent thinking, imaginative exploration, and problem-solving abilities while enhancing aesthetic judgment and cognitive flexibility [10].

References.

1. Bodalev, A.A. *Imagination and Cognitive Development*. Moscow, 1980.
2. Bunge, M. *Science and Development*. Moscow: Progress, 1981.
3. Claxton, G. *Intuition and its Role in Cognition*. Moscow: Progress, 2008.
4. Kholodnaya, M.A. *Psychology of Intelligence*. Moscow: Piter, 2002.
5. Polanyi, M. *Personal Knowledge*. Moscow: Progress, 1985.
6. Reber, A. *Implicit Learning and Intuition*. Saint Petersburg: Piter, 2004.
7. Stepanosova, O.V. *Intuitive Abilities of Personality*. Saint Petersburg: Nauka, 2012.