

PEDAGOGICAL CREATIVITY

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ANNOTATION

The article considers the concept of creativity, pedagogical creativity, a description of its features. Pedagogical creativity is directly related to the professional competence of a teacher. Pedagogical creativity is defined by a continuous process, since the teacher is always included in the creative process: the search for new solutions, problem solving, optimization of the learning process, methodical, communicative creativity, improvisation is the daily work of the teacher.

Keywords: creativity, pedagogical creativity, creative pedagogy.

The essence of the concepts of "creativity" and "pedagogical creativity". One of the main conditions for success in creating innovative products and services is creativity, or creative thinking. Without a powerful, significant and permanent influx of new ideas, organizations would simply cease to exist. What is creativity? According to the American psychologist Abraham Maslow, this is a creative orientation that is innate in everyone, but lost by the majority under the influence of the established system of upbringing, education and social practice.

The concept of "creativity" from lat. "creatio" - "create", "creative" - "creator", "creator", and in essence it is "a manifestation of the creative ability of the individual." Creativity is a creative ability that is displayed on the basis of an individual's talent and characterizes his readiness to produce new ideas.

There are many different definitions of creativity used to describe the creative process of making innovative decisions. The most common definition of the essence of creativity is the generation of original and relevant ideas without much consideration for their usefulness. Therefore, we can say that creativity is doing something that no one has done yet - a process that can be represented as a chain: idea, \diamond invention, \diamond application. In other words, the idea as a manifestation of creative abilities must be transformed into successful actions - innovations.

In the framework of other author's approaches, creativity is presented as a process that consists of a sequence of stages separated by significant time intervals, the implementation of which leads to a successful solution of the problem.

There are many sources of creativity, but none of them individually is able to fully reveal the essence of the creative process.

Pedagogical creativity is the teacher's ability to characterize his readiness to create new ideas that serve to ensure the effectiveness of the educational and upbringing process, as well as his readiness to solve existing pedagogical problems.

Creative pedagogy is the science and art of creative learning. This is a kind of pedagogy, opposed to such types of pedagogy as pedagogy of coercion, pedagogy of cooperation, critical pedagogy

(from the English critical - Critical pedagogy). Creative pedagogy teaches students to learn creatively, to become creators of themselves and creators of their future. Creative pedagogy, on the contrary, can be applied to any subject, be it mathematics, physics, languages or economics. To a certain extent, we can say that the subject of study does not matter, but Pedagogical creativity is the ability of a teacher characterizing his readiness to create new ideas that serve to ensure the effectiveness of the educational and upbringing process, as well as the willingness to solve existing pedagogical problems 4 methodology has: that is why the introduction of creative methodologies changes the learning/learning process. It is necessary to differentiate creative pedagogy from creative learning as such. So, for example, a teacher can be a very creative person and can even be the best teacher in the school, but he can do his job intuitively (without knowledge and without teaching special methods of creative development), and then the students will love and know his subject, but this is not means that they themselves will become creative people or begin to create in this area of knowledge. Creative pedagogy is the science and art of creative learning, or, in other words, the knowledge and study of how to form (develop) creativity and a creative personality, as well as the ability and art to apply this knowledge, that is, to do it creatively in any subject of study.

Andrey Aleinikov, the author of the term and concept of creative pedagogy, defined it as a formula of invention, the exact verbal formula used in technology to describe inventions. "Pedagogics of creative orientation, containing a pedagogical influence on the subject for the development of a certain educational material (a subject) and characterized in that, in order to increase the effectiveness of teaching, the pedagogical influence is carried out against the background of centrifugal supercritical interaction, while the student is transferred from the rank of the object of influence to the rank of the subject of creativity (creativity), and the traditional (basic) educational material is transferred from the rank of the subject of development to the rank of a means to achieve some creative goal, while the additional material contains a description and demonstration of the operation of heuristic techniques and methods. Creative pedagogy was almost immediately recognized (published) abroad - in 1990. And the authors (Encyclopedic Dictionary) not only included an article on creative pedagogy, but also commented on the unusual form in which it was given - the invention formula. Creative pedagogy summarizes: - art lessons; - technical creativity; - psychology of creativity; - creative problem solving; - creatively-oriented training programs. As for the study of the relationship between intellectual and social (pedagogical) creativity, it should be said that there is a direct relationship between these concepts. That is, a creatively thinking teacher is able to express himself creatively in relationships with students. These concepts are inseparable from each other and are the basis of innovative pedagogical solutions. 5 Studying the qualities we are considering in interconnection, it can be noted that the presence of such qualities in a teacher is nothing more than a creative pedagogical attitude. As well as other relations of the teacher, the creative pedagogical attitude reflects, first of all, the transformative-search essence and the need of the teacher.

The Main Forms of Pedagogical Creativity

- Preparation of regulatory documents (state educational standards for academic subjects, curricula and plans)

- Creation of educational sources (textbook, educational and methodological and met. manual, recommendations, dictionary, encyclopedias, atlas, workbook, etc.)
- Prepare the process of education and projects of spiritual and educational work.
- To form educational material, control and test tasks.
- It is interesting, vital, vigorously organize the process of education.
- Successfully conducts research work.
- Actively participate in scientific and methodological conferences.
- To publish scientific, scientific-methodical, methodical works.
- To hand over periodic reports, passes through certification.

The creative educational process enables each of its participants at each educational level not only to develop the initial creative potential, but also to form the need for further self-knowledge, creative self-development, and objective self-assessment. Modern university education is focused on creating conditions conducive to the manifestation of student creativity, and this is also associated with the development of professional competencies in their hierarchy. Further work to create conditions for the realization of the potential creativity of a future specialist in the conditions of university education is necessary both for the formation of his competence and for the development of his communication skills.

Features of Pedagogical Creativity

Pedagogical creativity consists of communicative and didactic. Communicative creativity is based on dialogue and improvisation, while didactic creativity includes the amount of accumulated knowledge and traditions, as well as the ability to innovate. The components of communicative and didactic creativity are the basis of pedagogical abilities. Pedagogical abilities affect the ability for pedagogical creativity, which in turn develops intuition.

Creative pedagogy lies in the fact that, unlike reproductive pedagogy, which sets out the achieved knowledge and experience, it reveals the pros and cons of the analyzed phenomena, formulates the emergence of a development problem, looks for ways to solve and implement them, in scientific and practical fields, in the future activities of graduates. In creative pedagogy, the experience and knowledge gained are the basis for the formation of new problems in the development of financial and economic theory and practice.

Creative pedagogy at the level of the lesson prepares the student for transformative activity, stimulates his desire and desire to learn creatively.

Comparing intellectual creativity with pedagogical creativity, A.V. Morozov notes that intellectual creativity is associated with the solution of theoretical and practical problems and manifests itself in the discovery, creation of "potentially new, where the new is understood both in its subjective and in its objective sense." He considers pedagogical creativity as a component of social (professional) creativity: "this is a certain mental and social readiness of the teacher, which allows changing the situation of communication in such a way that the teacher and the student reach effective mutual understanding in the pedagogical process."

As for pedagogical creativity, in terms of its relationship with competence, obviously, we can talk about interdependence. The competence of the teacher creates the basis for the realization of his potential creativity in the search for non-standard optimal solutions in "non-ordinary"

situations, for the manifestation of pedagogical creativity, with independent acquisition of knowledge and their effective, creative application in social, professional situations.

In turn, creativity encourages the teacher to search for innovative approaches in the educational process, to independently master the hierarchy of professional competencies. As A.V. Morozov, "pedagogical creativity implies that the teacher has a high level of competence in interpersonal perception, interpersonal communication, interpersonal interaction." The teacher's creative decisions are based on the relationship between intellectual and pedagogical creativity: with a high level of creativity, he "not only adapts more adequately to various innovative educational systems, but also actively participates in their formation, development and implementation in pedagogical practice."

Creativity as the basis of innovative pedagogical activity. The changes taking place in educational policy affect the nature of the professional activities of teachers. Socio-economic transformations of society as a whole, the market and competitive nature of the relations of educational institutions, the strengthening of the humanization of the education system actualize the innovative activities of teachers, contributing to the effective resolution of emerging problems. It is innovative activity that orients the teacher to the future, to the latest achievements of science, and innovative educational institutions acquire competitive advantages and thereby outstrip other structural elements of the education system in their development. Innovation activity is commonly understood as an activity that ensures the transformation of ideas into innovation, and also forms a management system for this process. Innovative activity involves positive transformations of the educational system and is aimed at developing the teacher himself as a creative person, switching him from a reproductive type of activity to an independent search for methodological solutions, turning the teacher into a developer and author of innovative methods and the means of training, development and education that implement them. The innovative activity of a teacher is connected with the processes of self-determination, i.e. with building an attitude to the new, changing oneself, one's professional position, overcoming obstacles in the process of self-realization.

The understanding of the creative component of innovative activity is based on the consideration of the phenomenon of creativity, which determines the creative nature of the teacher's innovative activity and manifests itself at certain stages of the creative and innovative process. Creativity has been actively studied by sociologists, psychologists and educators since the second half of the 20th century.

CONCLUSION

At present, a new education system is being formed in Uzbekistan, focused on entering the world educational space. Among the priority strategies for the modernization of modern education is the focus on developing the creative potential of students, as a determining condition for flexible adaptation to the rapidly changing realities of society.

In the individual style of pedagogical activity, choosing certain means of pedagogical influence and forms of behavior, the teacher takes into account his individual inclinations. Teachers with different personalities can choose the same tasks from a variety of educational and educational tasks, but they implement them in different ways. Analyzing the advanced pedagogical experience, the teacher should not literally copy it, he should strive to remain himself, i.e. bright

creative personality. This will not only not reduce, but will significantly increase the effectiveness of teaching and educating children on the basis of borrowing best practices.

So, the main criteria for the level of development of creativity are: the strength of motivation for creativity, the measure of the severity of abilities that ensure success in creative activity on the initiative of the subject of activity, the adequacy of the creative verbal and non-verbal product. The formation of a creative individuality depends not only on internal, but also on external (objective) conditions, these include: the social situation and its prospects; level of development of modern science; state of mass educational practice; methodological guidelines reflected in programs, textbooks, recommendations; the position and creative potential of a particular teacher and teaching staff, etc.

Thus, new conceptual approaches to creativity are considered as the essence of the life of a modern teacher. Creative teachers, even with objective difficulties, are constantly in search, experimenting and finding reserves, primarily in themselves, in the methodology of their work, improve, modernize, develop it, and in the same conditions achieve better results than their colleagues.

The creative educational process involves each student to arrange a modern methodology of creativity, forms systemic thinking, not only to develop the initial creative potential, but also to form the need for further self-knowledge, creative self-development, to form an objective self-esteem in the student. And this creates the prerequisites for self-realization in cognition, in educational activities, and subsequently in professional creative activity.

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