

## THE ESSENCE OF THE CONCEPTS OF " CREATIVENESS "AND "PEDAGOGICAL CREATIVENESS " AND ITS PEDAGOGICAL SUPPORT

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### ABSTRACT

The article reveals the essence of the concepts of "creativity" and "pedagogical creativity", emphasizing the social significance of its pedagogical and psychological support. Analysis of the causes and consequences of individual development opportunities is aimed at contributing to the training of competitive cadres in the modern system of Higher Education.

**Basic concepts:** creativity, development of creativity, development of creativity, inhibiting factors, creative potential, pedagogical creativity, creative potential of the educator, structural foundations and principles of creative potential, criteria for determining the creative potential of the educator.

### INTRODUCTION

It has not yet been so long since the concept of "creative pedagogy" began to be used in modern pedagogy. However, the need to decide innovative and creative approaches to the teaching process ensured the formation of "creative pedagogy" as an independent subject among the pedagogical categories of Sciences. The basis of this subject is the history of pedagogy, general and professional pedagogy, psychology, methodology of teaching private subjects, educational technology and methodological ideas of such subjects as professional ethics.

The general basis of the science of "creative pedagogy" serves to create the necessary conditions for professional development of specialists, including future specialists. The professional development of an individual as a specialist is manifested in a continuous process in its essence. Professional maturity is recognized by many scientists that important periods of human ontogenesis begin with the discovery of professional perfection, the decision-making of development ideas (14-17 years) and the course of professional activity in the process of completion (55-60 years).

The formation and development of a creative person depends on the mutual compatibility of changes in his internal and external world, socio-economic conditions, as well as on the human ontogenesis-continuity from birth to the end of his life, the content of activity that dictates succession.

It is known that professional experience manifests itself as the mutual integration of knowledge, skills and abilities. However, mastering the skills of professional activity requires not only the integration of practical skills and skills, the development of methods and tools for effective organization of activities as a specialist, but also the awareness of the methodology of professional creativity, the development of creative thinking and the adequate mastering of personal qualities of a creative character.

The formation of a creative person can be defined as the development of an individual in the field of creative activity and the creation of creative products, performed in a mutually appropriate manner. The pace and coverage of this process depends on biological and social factors, the activity and creative qualities of the individual, as well as the existing conditions, vital and professionally conditioned phenomena. In modern conditions, it is necessary for a teacher to have creative qualities.

In recent years, special, serious attention has been paid to the formation of creative qualities in students and students in the education system of leading foreign countries. I do it Bronson, Merryman (2010 y.), Ken Robinson (2007 y.), Fisher, Frey (2008 y.), Begetto, Kaufman (2013 y.), Dead (2011 y.), Treffinger (2008 y.) and b. many studies conducted by their results can be seen.

The only one prepared by Ken Robinson in 2007 year "does the school destroy creativity? title video post on YouTube site 5

million times have been watched. It remains to be noted that teachers have seriously entered into the study of the basics of creativity (Begetto, Kaufman, 2013 y.). Creative approach to pedagogical activity in teachers formation of skills, skills and development literature is published, non-traditional lessons are organized based on video footage prepared by the Department of Education (Ali, 2011; Department of Education, 2013)). Experiments show that despite the fact that significant practical work is being done, most teachers still can not master the experience of how to effectively formulate the qualities of creativity in a person (both in themselves and in students).

Management bodies of the educational system annually focus on achieving high productivity in educational institutions. For this purpose, a training program will be developed, new textbooks will be created. This will help both students and teachers to grow professionally. The practical actions taken will bring about a certain level of achievement in students, the need for further development will help them to develop their learning and cognition skills somewhat.

In order to fully understand the general essence of the process of developing the qualities of creativity in a person, initially it is required to understand the meaning of the concept of "creativity". According to Ken Robinson, "creativity is a set of original ideas that have their own value" (Azzam, 2009 y.) counted. And Gardner explains the concept in his research as follows: "creativity is a practical action carried out by an individual, which must reflect a certain novelty in itself and have a certain practical value." Emebayl (1989 y.) if expressed from the point of view of the approach, creativity means "having a high level of unusual skills, along with a thorough knowledge mastered in a particular field". Many studies have different views on the relationship between intelligence and creativity. While a group of researchers estimate that there is no correlation between them, representatives of the second group argue that the level of creativity and intelligence is interconnected (kim, 2005 y.). The concept of "creativity" reflects cultural diversity in itself. For Western men, creativity is generally considered a novelty. Relying on the above points of view, the concept of "creativity" can be interpreted as follows: creativity (lot., ing. "create" – creation, "creative" – creator, creator) - is an individual's creative ability to characterize readiness for the production of new ideas and to be part of creativity as an independent factor.

Creativeness of a person is manifested in his thinking, communication, feelings, certain types of activities. Creativeness characterizes an individual as a whole or as its specific characteristics.

It is also reflected as an important factor in creativeness iqtidor. It remains to say that creativeness determines mental acuity, "it ensures active involvement of students' attention in the educational process."

Teachers, like specialists from all fields in foreign countries, determine the presence and degree of creativeness in themselves. For this they E.P. It is based in 1987 year by Torrens and passes the test, which determines the creative thinking of the individual. This test provides an opportunity to assess personality creativity and its level on such criteria as activity in the organization of creative activity, quick thinking, specific (orginal)lik and improvement. The answers to the questions proposed by the student should be satisfied exactly these four criteria. E.P. Torrens believes that on the basis of the concept of "creativeness" 12, the following is covered: - to advance the problem or scientific hypotheses;

- Checking and changing the hypothesis;
- Identify the problem based on the formulation of decision results;
- Impulsivity on the interdependence of knowledge and practical actions in finding a solution to a problem.

Creative thinking is a clear reflection in every social sphere

can take. And the creativity of the teacher is reflected in the creative (creative) approach to the organization of professional activities organized by him. In recent years, this situation is characterized by the concept of "pedagogical creativity".

Pedagogical creativity is the ability of a teacher to create new ideas that serve to ensure the effectiveness of the educational and educational process in contrast to traditional pedagogical thinking, as well as characterize his preparation for a positive solution to existing pedagogical problems.

"Creative pedagogy" should be able to guarantee the following two situations:

- 1) To draw the attention of the students who are low self-assessment of Educational Sciences by the teachers and consider their learning boring to the mastering of the basics of science;
- 2) To create an opportunity for teachers to make effective use of them in the audience by recommending strategies and tools that will serve to stimulate creative thinking and the results of creative activities in the students.

Due to the fact that the educator does not have the qualities of creativeness, students also have interesting and wonderful ideas, but, nevertheless, allow them to be sluggish in their expression. This is due to the fact that the methods used in the educational process are determined by the fact that they do not serve to form free, independent thinking skills in students.

The tools and strategies recommended by the author come in handy for teachers in the development of creativity in students as well as the interest in the study of Educational Sciences in students, the development of aspiration.

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