

CREATIVE APPROACH TO PEDAGOGICAL ACTIVITY

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Abstract

Creativity (lat., ing. "create"-creative, "creative" means the creative ability of an individual, which describes the readiness to produce new ideas and is part of talent as an independent factor). This article provides information about the importance of creativity in pedagogical activities.

Keywords: pedagogical activity, creativity, creativity, thinking, communication, thought, skill.

Introduction

Creativity (lat., eng. "create" – creation, "creative" – creator, creator) – refers to the creative ability of an individual, which characterizes his readiness to produce new ideas and is included in the composition of talent as an independent factor.

This article provides information on the importance of creativity in pedagogical activity.

Keywords: pedagogical activity, creativity, creativity, thinking, communication, thought, skill. When organizing creative activity, a teacher should pay special attention to solving problematic issues, analyzing problematic situations, as well as creating creative products of a pedagogical nature. When solving problematic issues and situations, a teacher's creative approach to finding a solution to the problem helps him develop emotional and volitional qualities. By setting problematic issues, a teacher encounters evidence that contradicts his existing knowledge and life experience. As a result, he feels the need to work on himself, to study independently. The teacher's scientific research work and the implementation of scientific or creative projects further develop his creative potential. A teacher does not become a creator by itself. His creative ability is formed through consistent study and work on himself over a certain period of time.

Modern education requires educators and teachers working in all types of educational institutions to be creative.

The concept of "creativity" reflects cultural diversity. For Westerners, creativity is generally considered a novelty. They emphasize the presence of unconventionality, curiosity, imagination, a sense of humor, and freedom at the core of creativity (Murdoch and Ganim, 1993; Sternberg, 1985). Easterners, on the contrary, understand creativity as a process of rebirth of virtue (Hui and Sternberg, 2002; Rudovich and Hui, 1997; Rudovich and Yue, 2000). Although Westerners and Easterners have different views on creativity, representatives of both cultures highly value this quality and its possession (Kaufman and Lan, 2012).



Many educators believe that they do not have the ability to be creative. This can be justified for two reasons: first, most educators do not adequately explain what the concept of “creativity” actually means; second, they are unaware of what qualities are directly reflected in the basis of creativity.

It is worth noting that every person is naturally creative. So, how can they demonstrate that they have the ability to be creative? Here is Patti Drapeau's advice: Even if you consider yourself not creative, I advise you to start organizing lessons aimed at developing creative thinking right now. In fact, the point is not whether you are creative or not, but whether you organize lessons in the spirit of creativity and strive to test new ideas in practice.

According to Patti Drapeau, creative thinking is, first of all, multi-faceted thinking on a specific issue. Multi-faceted thinking requires students to rely on many ideas when completing an educational task, issue, or task. In contrast, one-sided thinking is based on only one correct idea. In observation, one cannot deny the existence of one-sided and multi-faceted thinking on a problem. Therefore, one-sided and multi-faceted thinking are equally important in the formation of creativity. That is, when completing a task or solving a problem, a student looks for several options for a solution (multi-faceted thinking), and then stops at only one correct solution that guarantees the most optimal result (one-sided thinking).

Based on the above ideas, the concept of “creativity” can be interpreted as follows:

A person’s creativity is manifested in his thinking, communication, emotions, and certain types of activity. Creativity characterizes a person as a whole or certain of his characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines mental acuity, “ensures the active involvement of students in the educational process.”

In professional activities, the creativity of a teacher manifests itself in various forms. They are: creative products prepared by a teacher-educator on the basis of a creative approach with the help of information, including computer technology, and can be effectively used in the educational process.

Multimedia - a general concept applicable to computer technologies that transmit information in several forms: electronic graphic, textual, digital, voice, musical, video, audio, photography, moving images (animations) and other information

Electronic album - an electronic collection of pictures, images, drawings and other graphic images and their annotations

Electronic atlas (from the Greek "Atlas" - after the legendary Libyan king who first created the celestial globe) - recommended for a specific educational module (subject) and has unique graphic images and is used for educational purposes

Digital video clips - a modern educational resource in 3D dimensions containing information that helps to master knowledge, skills and qualifications in the educational module (subject)

Virtual stands - 1) an electronic model of a real object, subject, process, event and incident; 2) text, picture, scheme, table, diagram, etc. a computer tool representing the creation, storage, processing, digitization and systematic implementation of information, processes and virtual environments in the form.

A simulated virtual trainer (English: “train” – “to educate”, “to train”) is an electronic educational and training device that simulates real conditions of labor activity, forms skills in



a specific activity (e.g., driving a machine (mechanism), performing work on a complex machine tool, or mastering the secrets of military equipment), transforms skills into qualifications, and improves the resulting qualifications.

Multimedia products – developments (products) that incorporate the delivery of educational material to listeners based on the software and technical capabilities of ICT using audio, video, text, graphics, and animation effects.

Audio and video visual materials – materials that provide the reception of educational information in sound and visual form using computer technology.

Video animations – a visual representation of a drawn (pictured) or small-sized image (volumetric, puppet, or toy object) in motion and the demonstration of this movement. electronic images that represent the sequential recording of each stage

Presentation (presentation; Latin "praesentatio" - presentation) - presentation of educational (scientific, practical) materials on a specific topic or problem using working papers (plain or tracing paper) and information and communication tools (computer, projector, processor, etc. devices)

A teacher does not become a creator by himself. His creative abilities are formed over a certain period of time through consistent study and work on himself, and he gradually improves and develops.

As with any specialist, the foundation for future teachers to have creative abilities is laid during their student years and is consistently developed in the organization of professional activity. In this case, it is important for the teacher to direct himself to creative activity and be able to effectively organize this activity. In the organization of creative activity, a teacher should pay special attention to solving problematic issues, analyzing problematic situations, and also creating creative products of a pedagogical nature.

Creativity is the activity of a person and its result that determines the significance and usefulness of a particular innovation.

A creative person is a person who can successfully carry out the creative process and has specific creative results (products).

A creative person is a person who demonstrates creativity as a process or result, is inclined to approach problems in non-standard ways, is capable and ready to organize unique actions, promote innovations, and create creative products.

Creativity is the activity or result of the activity of a social subject, the novelty, significance, and usefulness of which is recognized by society or a certain group.

Education of a creative person is the formation and development of a person who has creative ideas, skills, and qualifications for their implementation based on the determination and enrichment of professional and creative experience.

Professional and creative activity is the activity of a specialist characterizing the success of creative solutions to professional problems, innovative behavior.

Creative tasks are a system of tasks aimed at solving problem situations based on a systematic analysis.

Professional and creative opportunities are 1) professional competence, possession of qualifications;



- 2) mastery of the basics of professional creativity methodology;
- 3) the level of formation of creative thinking;
- 4) development of professional-creative abilities and personal qualities

Professional creativity methodology is the doctrine of the structure, logical organization, methods and means of creativity as a process and result in relation to objects and certain types of professional activity.

Creative thinking is a type of thinking that expresses the organization of the creative process and the prediction of the results (products) of creativity.

Creative ability is an individual characteristic that manifests itself in the successful implementation of creative activity and the assessment of its effectiveness.

Self-creative activation is the full manifestation and development of a person's capabilities in creative activity, not whether he is creative and creative or not, but rather the organization of activities in the spirit of creativity, creativity, and the desire to try out new ideas in the educational process.

According to the "roadmap to creativity", the activities move in the following 4 directions, and the actions in them are considered signs of the creativity of teachers (Patty Drapeau):

- 1) demonstration of creative thinking skills;
- 2) the ability to use strategies that stimulate the acquisition of activities with interest;
- 3) an innovative approach and a creative approach to finding solutions to pedagogical problems;
- 4) the expected result.

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