

CREATIVITY AS A KEY FACTOR IN THE DEVELOPMENT OF PEDAGOGICAL ACTIVITY

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Abstract: *The world we live in is changing and developing beyond recognition every day. In every field, it is required to work in accordance with the demands of the day. Including teachers working with the growing generation, many demands and responsibilities are imposed. The teacher must understand what modern students live with and be in tune with them. Keywords: creativity, creative, stimulus, intellectual, fluency, flexibility, originality, creativity, approach, methods, creative thinking.*

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INTRODUCTION

Currently, the demands of society on schools are increasing day by day and it is the teacher’s task to fulfill these demands in practice with the right approach. Pedagogical activity is one of the most complex areas of human labor. In our modern society, a teacher, as a person in the most active position, must master modern knowledge, be tireless and selfless, because this is an indispensable process that saves a person from intellectual and spiritual poverty. The implementation of modern standards requires a teacher not only high qualifications and continuous professional development, but also a creative approach to his work. The teacher’s creativity, the ability to revise and improve his experience, change and creatively use the known, and create qualitative innovations, is becoming increasingly important.

The concept of creativity (latin, english: “create”, “creative”, “creator”) when translated from English means creation.

Creativity can be defined as: striving for creativity, a creative approach to life, constant self-criticism and analysis. Based on modern psychological and pedagogical dictionaries, a teacher's creativity can be defined as the level of his/her thoughts, feelings, communication, and knowledge in a particular type of activity. Creativity is responsible for reproducing the information available to a person and creating an infinite number of new models of it.

Paul Torrance, known as the “Father of creativity”, identified four creative skills. His research shows that these creative skills can be formed and assessed:

1. Fluency. The ability to come up with many ideas is based on the word “many”.
2. Adaptability. The ability to come up with different ideas is based on the word “change”.
3. Originality. The ability to come up with a unique, distinctive idea is based on the word unique.

4. Creativity. The ability to expand ideas is based on the word addition.

In creativity classes, these skills intersect when teachers are required to come up with great ideas (originality); expand them (development); or compare them with other ideas and find connections in them (adaptability).

Patti Drepeau also indicates four ways to successfully develop creative qualities in a person:

- Forming creative thinking skills;
- Developing practical creative action skills
- Organizing creative activity processes;
- Using creative products (developments).

According to foreign educators, in particular, Patti Drapeau, the creativity of a person, especially a teacher, inspires others to organize their creative process.

LITERATURE REVIEW AND METHODOLOGY

“Creativity is contagious; to be creative, one must interact with more creative people and be constantly searching. Just as any skill can be developed, the ability or skill of creative thinking can be developed. This also applies to future teachers, and working on creativity helps future teachers think in unusual ways. However, inspiring and motivating future teachers to be creative depends on how qualified the teacher is. Research on creativity serves as a guide to developing the skill of creativity. This includes the environment in the classroom, the formation of thinking styles in future teachers, and the teacher’s approach and strategies.”

Developing creativity in future educators

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| Future educators... | <ul style="list-style-type: none"> - interesting; - complex tasks; - providing a clear goal and time |
| To future educators... | <ul style="list-style-type: none"> - to explain that creativity creates a sense of imbalance; - to help get rid of feelings of anxiety and fear; - to help develop creative thinking skills with other skills; - to guide, not to “rescue” |
| Future educators... | <ul style="list-style-type: none"> - encourage through conversations; - provide constructive feedback; - introduce new guidelines |
| Future educators... | <ul style="list-style-type: none"> - to develop other types of creativity in themselves; - to work in a group; - to create an environment that will be a foundation for them to be emotionally free and have positive thoughts |

Until now, many approaches and methods in the education system are not focused on creative thinking, but on interpretation and analysis, that is, on understanding and correctly conveying the information provided, and, if possible, on generalizing several pieces of information and drawing conclusions. Despite significant practical work being carried out, many teachers still do not have the experience of how to effectively develop creative qualities in themselves and future educators.

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Perhaps the fact that lessons are thought out and planned in advance is not interesting for future teachers, or perhaps the fact that the content of education is molded into a certain pattern does not provide any stimulus or encouragement for future teachers. When organizing creative activities, a teacher should pay special attention to solving problematic issues, analyzing problematic situations, and creating creative products of a pedagogical nature.

CONCLUSION

Abandoning the pre-planning of educational activities, forming and developing critical, creative thinking in future educators, forcing them to think creatively, come up with new ideas will be the main factor in changing the attitude towards education, motivating them to achieve success. It is not whether the teacher is creative or not, but rather, he should organize lessons in the spirit of creativity, creativity, and strive to try new ideas in the educational process.

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