



PSYCHOLOGICAL FACTORS OF DEVELOPING ECOPSYCHOLOGICAL CREATIVE ABILITY

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Abstract

This article discusses the motivational methods of developing the ecopsychological creative ability of future primary school teachers, ecopsychological factors of creative thinking, innovative education, issues.

Keywords: Future, primary school, teacher motivation, creative thinking, ecopsychology, ecological culture, innovative education.

Introduction

EKOPSOXOLOGIK KREATIV QOBILIYATINI RIVOJLANTIRISHNING PSIXOLOGIK OMILLARI

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Annatsiya:

Ushbu maqolada bo‘lajak boshlang‘ich sinf o‘qituvchilarning ekopsoxologik kreativ qobiliyatini rivojlantirishning motivatsiya usullari, ijodiy fikrlashning ekopsoxologik omillar, innovatsion ta’lim, masalalari haqida fikr yuritilgan.

Kalit so‘zlar: Bo‘lajak, boshlang‘ich sinf, o‘qituvchib motivatsiya, ijodiy fikrlash, ekopsoxologiya, yekologik madaniyat, innovatsion ta’lim.

Introduction

In the modern world, where environmental problems are becoming more acute, it is important to form an ecological culture and awareness among future generations.



One of the main roles in this process is played by primary school teachers, who have a unique opportunity to influence the formation of children's ecological thinking and behavior. For the effective development of students' ecological culture, it is necessary to pay attention to psychological factors that contribute to the innovative development of the ecological and psychological creative abilities of future primary school teachers. These factors play an important role in the formation of specific skills, abilities and motivation of teachers necessary for the application of innovative approaches in ecological education.

Integrated education in modern educational institutions in new Uzbekistan, the orientation of students' cognitive activity and independence in thinking and educational practice, as well as education, helps to achieve new results. The concept of environmental protection, set out in the Environmental Protection Concept, is a key element in the ecological education of the new Uzbekistan. "Increasing the ecological culture of the population, increasing the level of transparency of the activities of state bodies in the field of environmental protection and strengthening the role of civil society" is defined in the Environmental Protection Concept. In this regard, the National Action Plan for the implementation of the Paris Agreement on climate change in Uzbekistan, strategies for the transition to a "green" economy in 2019-2030, the National Action Plan for the formation of a new state administration system have been developed and adopted[1] to provide students with the technology of providing environmental education in the implementation of ambitious goals such as the prevention of environmental disasters in the field of sustainable development.

Psychological factors, including emotional, cognitive, and motivational aspects, influence the formation of primary school teachers' ecological awareness, creative thinking, and ability to solve ecological problems. They help teachers develop an emotional connection with nature, improve analytical skills, and promote creative ideas and courage in their implementation.

The purpose of this work is to consider the goals and objectives of psychological factors that contribute to the innovative development of ecological and psychological creative abilities of future primary school teachers. We focus on their role in forming ecological awareness, stimulating creative thinking, developing emotional connection with nature, developing the ability to analyze and solve



ecological problems, supporting creativity, and increasing the self-efficacy and motivation of primary school teachers.

One of the goals of psychological factors for the innovative development of ecological and psychological creative abilities of future primary school teachers is to develop creative thinking in future primary school teachers. This allows them to find new and innovative approaches to environmental education, create interesting and effective teaching materials and techniques that contribute to the development of students' ecological culture. The goal is for them to know the importance of environmental problems, understand the impact of their actions on the environment, and convey this awareness to their students.

The task of psychological factors is to develop the emotional connection of future primary school teachers with nature. This will help them to discover the beauty and uniqueness of nature, to develop love and care for it, which will later be passed on to their students. Psychological factors are aimed at developing the ability of future primary school teachers to analyze environmental problems and find innovative solutions. The challenge is to enable them to use critical thinking and be creative in solving environmental problems in the educational environment.

The goals and objectives of the psychological factors of innovative development of ecological and psychological creative abilities of future primary school teachers are aimed at developing their ecological awareness, creative thinking, emotional connection with nature, the ability to analyze and solve environmental problems, supporting creative potential, increasing self-efficacy and motivation. This will help them become effective and innovative teachers who can implement ecological principles in the educational process and inspire students to care for nature and sustainable development.

The content of psychological factors for the innovative development of ecological and psychological creative abilities of future primary school teachers includes several main aspects. First, this is the development of creative thinking, which helps to find innovative approaches to ecological education. Second, the formation of ecological consciousness so that teachers understand the importance of ecological problems and their role in solving them. The third aspect is the development of emotional connection with nature, which helps teachers develop emotional attachment and care for the environment. In addition, it is important to develop the ability to analyze and solve ecological problems through critical



thinking and innovative approaches. In addition, supporting creativity and increasing self-efficacy and motivation are also included in the psychological factors. All of these aspects are interconnected and help develop the ecological and psychological creative abilities necessary for the successful formation of an ecological culture among primary school students.

The psychological need for innovative development of ecological and psychological creative abilities of future primary school teachers is due to a number of factors. Modern society is faced with an increasing number of ecological problems that require urgent and innovative solutions. In this regard, primary school teachers play a key role in the formation of children's ecological awareness and sustainable behavior. The development of ecological and psychological creative abilities allows teachers to find new approaches and innovative methods that will help them learn in the field of ecology effectively and interestingly. This allows us to create a stimulating educational environment in which children will actively participate in environmental problems and develop their creative abilities. In this regard, the innovative development of ecological and psychological creative abilities of future primary school teachers is necessary to ensure high-quality and relevant ecological education capable of educating a new generation of environmentally aware and responsible people.

The experience of using innovative methods of psychological factors for the innovative development of teachers' ecopsychological creative abilities has shown significant positive results. Within the framework of this experience, various approaches were used, such as problem-based learning, project activities, creative tasks, and experimental methods. Thanks to such methods, primary school teachers had the opportunity to develop their creative abilities and apply them in the context of ecological pedagogy. This made it possible to create interactive lessons involving children in research and creative activities, and also aroused their interest in nature and environmental problems. Thanks to innovative methods, future primary school teachers were able to acquire the skills of critical thinking, analysis, and problem solving, which are an important component of preparation for teaching ecological culture. This experience confirms the effectiveness of using innovative methods in developing primary school teachers' ecopsychological creative abilities and emphasizes their importance for modern ecological education practice.



Innovative methods for developing teachers' ecopsychological creative abilities include a number of effective approaches. One of them is the use of interactive research tasks that allow teachers and students to actively interact with the environment and study environmental problems. This helps to develop creative thinking, critical thinking, and problem-solving skills. Another method is the use of project activities, in which teachers and students work together on projects related to the environment. This allows you to develop students' initiative, creative thinking, communication skills, and the ability to solve problems together. In addition, the use of technologies such as virtual reality and online resources allows you to create a more interactive and attractive learning environment that encourages a creative approach to environmental education. In general, innovative methods for developing future primary school teachers' ecopsychological creative abilities are aimed at encouraging active interaction with nature, project activities, the use of new technologies, and creative thinking, which helps to effectively form students' ecological culture.

As a result, the results of the innovative development of the ecological and psychological creative abilities of future primary school teachers will help create an interactive, practical and effective learning environment. By developing their creative abilities, teachers will be able to use innovative teaching methods that actively involve children in the process of researching and solving ecological problems. They will also form their critical thinking, creative problem-solving and cooperation skills. Due to the development of ecological and psychological creative abilities, future primary school teachers will become more competent in creating ecologically oriented curricula and organizing ecological events. The results of the innovative development of the ecological and psychological creative abilities of primary school teachers will help improve the quality of ecological education and form a responsible attitude towards the environment among students. In short, motivation is the driving force of interest and desire among teachers to develop ecological awareness and skills. Self-efficacy reflects confidence in one's own abilities and confidence in achieving success in developing creative methods of teaching ecology. Creative thinking helps to search for innovative approaches and solutions in ecological education, including the use of game elements, research activities and project work. Emotional support from the teaching staff and management helps to develop confidence and inspiration among future teachers,



contributes to their creative growth in the ecological field. All these psychological factors interact and have a positive effect on the innovative development of ecological and psychological creative abilities, which in turn helps to form high-quality ecological education in primary schools.

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