



CHARACTERISTICS OF PREPARING STUDENTS OF PEDAGOGICAL EDUCATION FOR CREATIVE ACTIVITY

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Abstract

This article presents some thoughts on the concept of creativity, its innateness in a person, the positive impact of creativity on the educational process, its study by scientists, and the specificity of preparing students of pedagogical education for creative activity.

Keywords: Creativity, pedagogical process, result, development, research, effective methods, educational and upbringing process.

Introduction

The concept of “creative pedagogy” has not been used in modern pedagogy for so long. However, the need to determine innovative and creative approaches to the teaching process has ensured the formation of “Creative pedagogy” as an independent subject among the pedagogical disciplines. The foundations of this subject are formed by methodological ideas from such disciplines as the history of pedagogy, general and professional pedagogy and psychology, teaching methods of specific subjects, educational technology, and professional ethics. The general principles of the discipline "Creative Pedagogy" serve to create the necessary conditions for the professional development of specialists, including future specialists.

Professional development and development of a person as a specialist, by its very nature, is a process. The important periods of professional maturity in human ontogenesis begin with the determination of ideas for professional development and development (14-17 years old) and continue until the end of professional activity (55-60 years old). The formation and development of a creative person depends on the interaction of changes in his internal and external world, socio-economic conditions, and the content of his activity, which requires continuity and succession, from birth to the end of his life.



As is known, professional experience is reflected as an integration of knowledge, skills and qualifications. However, the development of professional and creative skills requires not only the integration of practical skills and qualifications, the development of methods and means of effectively organizing activities as a specialist, but also awareness of the methodology of professional creativity, the development of creative thinking and a sufficient level of mastery of personal qualities of a creative nature.

Literature analysis and methodology

The formation of a creative personality can be characterized as the development of a person in the direction of creative activity and the creation of creative products, carried out in a harmonious manner. The pace and scope of this process depend on biological and social factors, the activity and creative qualities of the individual, as well as existing conditions, vital and professionally conditioned events. Modern conditions require the teacher to possess creative qualities.

In recent years, the education systems of leading foreign countries have been paying special and serious attention to the issue of developing creative qualities in pupils and students. This can be seen from the numerous studies and their results conducted by Bronson, Merryman (2010), Ken Robinson (2007), Fisher, Frey (2008), Beghetto, Kaufman (2013), Ali (2011), Treffinger (2008) and others.

Despite the significant practical work being done, most teachers still cannot master the experience of how to effectively form the qualities of creativity in a person (in themselves and in students).

Results and discussion

Creativity (lat., eng. “create” - creation, “creative” - creator, creator) is a creative ability that characterizes the readiness of an individual to generate new ideas and is part of giftedness as an independent factor.

Each year, the governing bodies of the education system pay attention to achieving high efficiency in educational institutions. For this purpose, a curriculum is developed, new textbooks are created. This helps both students and teachers in their professional growth. The practical actions taken create a certain need for students to achieve success and strive for progress. It helps to develop their learning and cognitive abilities to some extent.



However, at the end of the academic year, high-level positive results in the mastering of subjects by students in higher education institutions are not observed. Many students have lost interest in learning. As a result, teachers are not thinking about organizing professional activities with the same enthusiasm as before. Although the bodies governing the education system are constantly introducing new measures to change the activities of students who are not interested in learning and teachers who do not want to teach such students, the situation remains unchanged.

What is the reason for this? Perhaps the fact that lessons are planned and planned in advance is not interesting for students, or perhaps the fact that the content of education is set in a certain pattern does not provide any stimulus or motivation for students. Abandoning the planning of lessons in advance, forming and developing critical, creative thinking in students, forcing them to think creatively, come up with new ideas will be a key factor in changing the attitude towards learning, motivating them to achieve success. The factor that is lacking in lessons is creativity.

In order to fully understand the general essence of the process of developing creative qualities in a person, it is first necessary 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". Gardner, in his research, explains the concept as follows: "creativity is a practical action carried out by a person, which must reflect a certain novelty and have a certain practical value". From the perspective of Emebile's approach, creativity means "having a high level of non-standard skills along with thorough knowledge acquired in a certain field."

Many studies have different views on the relationship between intelligence and creativity. While one group of researchers claims that there is no relationship between them, representatives of the second group emphasize that the level of creativity and intelligence are interconnected.

Conclusion

Due to the lack of creative qualities of the teacher, students also have interesting and wonderful ideas, but they are slow to express them. For this reason, the methods used in the educational process are characterized by the fact that they do not serve to form free, independent thinking skills in students. The tools and strategies recommended by the author will be useful for teachers in developing creativity in students and will develop interest and desire in students to study academic subjects.



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