



Issues On the Organizational and Pedagogical Conditions for The Creative Activity of The Future Teacher

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ABSTRACT

The progressive socio-economic development of society in all areas urgently requires the active inclusion of the intellectual, creative potential of almost every person in the social circulation. This setting is especially relevant for education, the most important task of which is to provide everyone with the opportunity to fully reveal their inclinations and develop the ability to be creative.

Creativity is a socio-historical phenomenon of human self-development in the process of material and spiritual exploration of the world. Creative activity is realized in various spheres of society, which is why there are various types of it, including pedagogical creativity. In this article described issues based on organizational and pedagogical conditions for the creative activity of the future teacher.

Keywords:

Pedagogical Creativity, Creative Activity, Self-Development, Education, Socio-Economic Development, Society.

Introduction

As its known that, teaching creative activity means to achieve the creation by students of an original product: a model, a product, a layout, a literary or artistic work, an "invention", an extraordinary or unconventional idea for solving a pedagogical problem.

Psychologists unequivocally point out that our knowledge of the characteristics inherent in a creative personality is incomplete. There are, however, attempts to synthesize these features. An example is the list of abilities and psychological qualities necessary for creative action, compiled by the classics of the psychology of creativity Anderson and Taylor [21]. They believe that creative individuals should be characterized by the following features: exceptional vigor, enthusiasm, courage; emotional maturity; conscientiousness, directness; the ability to concentrate; perseverance, the ability to work hard; the ability to cooperate; spontaneity,

immediacy; the ability to communicate; ingenuity, ingenuity; intuition; desire for knowledge of facts; the desire for knowledge of patterns; the ability to acquire knowledge; the ability to overcome thought patterns; flexibility, the ability to adapt to new facts and circumstances; the ability to discard the non-existent; the ability to analyze; combinatorial abilities; the ability to carry out synthesis; independence, skepticism; the ability to evaluate phenomena; the ability to be surprised by the world around; love for "artistic disorder". We can choose the criteria for organizing creative activity after understanding what creativity is. The concept of "creativity" is the subject of analysis of many sciences. The difference in its definitions reflect the versatility of this phenomenon. Here are some of them: "Creativity is a human activity that creates new material and spiritual values, which has social significance" [3, p. 1236]. "Creativity is one of the types of human activity aimed at solving a contradiction (solving a

creative problem), which requires objective (social, moral) and subjective personal conditions (knowledge, skills, creativity), the result of which has novelty and also progressiveness" [7, p.53]. "Creativity is an activity, the result of which is the creation of new material and spiritual values" [7, p. 457].

Methods And Analysis

The specialized literature contains certain interpretations of the concept of creativity, various opinions are expressed about the nature, structure of the creative process, and the formation of human creative abilities. And here it is necessary to pay attention to the versatility of the use of the concept of "creativity". It is considered as "activity", "activity", "process", "kind of activity", "type of activity", "form of activity". Its various aspects are reflected in the concepts of "creativity", "creative potential", "creative abilities", "creative opportunities", "creative thinking", "creative activity", "creative attitude", "creative work".

The study of which is devoted to a number of works (F. N. Gonobolin, N. D. Levitov, N. V. Kuzmina, A. I. Shcherbakov and others), for successful creative activity, the teacher still needs a high degree of intellectual and motivational development, that is, the ability to be creative. The most common approach to studying a creative personality is to single out a multitude of creative abilities. In the light of our research, we consider it necessary to consider creativity in the context of the phenomenon of abilities.

The concept of creativity originated in American psychology. Creativity as a subject of psychological and pedagogical research abroad has been developed since the 30s of the 19th century, in domestic psychology and pedagogy of creativity since the early 60s of the 20th century. In modern Western philosophy, the concept of "creativity" is most often defined as "generating ability", a certain characteristic feature of a creative person, process or product, manifested in a change in the universe of culture, the experience of an individual or society.

Discussions

The term was introduced by J. Guilford, he owns the understanding of creativity as a person's ability to abandon stereotypical ways of thinking. The creative process, in his opinion, is the interaction of two opposite types of thinking: divergent (holistic, intuitive, relative) and convergent (logical, sequential, linear). Based on his model, the scientist identifies four factors of creativity (creativity): originality, semantic flexibility, imaginative adaptive flexibility and semantic spontaneous flexibility [2,201].

Thus, recognizing creativity as a certain quality of a person (personal characteristic), creativity should be understood as a process during which such qualities and properties (components of creative potential) are manifested as independence, independence, initiative, a kind of complex of interests, views, needs, activity of life positions and others. The factor that contributes to the manifestation of the above qualities is the creativity of the individual.

The concept of "professional training", which means a dynamic process, the ultimate goal of which is the formation of a complex of professional qualities of an individual, is considered by us not as a preparatory stage for mastering a profession, but as a purposeful process of directly mastering it.

In the development of the theory of teacher education, there are a number of significant studies that reveal the patterns of professional training and the formation of the teacher's personality.

An analysis of the work in all the areas of research identified above makes it possible to single out the idea of professional training based on the principle of continuity as a leading (system-forming) one. At the same time, continuous professional training of personnel is understood as the constant acquisition, application and improvement of professional knowledge, skills, corresponding to the inclinations and abilities of the individual, on the basis of purposeful phased alternation,

interpenetration and mutual enrichment of training and one's own work activity [4,41].

The analysis showed that the concept of vocational training is used in several meanings, and is sometimes identified with professional readiness. A review of dictionary definitions allows us to conclude that the term "training" enriches the concept of "readiness", indicating that preparation for a profession is the formation of readiness for it. Professional readiness is not only the result, but also the goal of professional training, the initial and main condition for the effective realization of the capabilities of each individual.

Motivation, or an incentive to activity, includes a combination of motives: broad cognitive; educational and cognitive; motives of self-education; broad social motives (duty, responsibility).

Vocational training is a dynamic phenomenon determined by many internal and external factors. Therefore, there are many difficulties in determining its essence and indicators. System-structural analysis and activity approach made it possible to describe vocational training through the following stages: 1) adaptation to the profession; 2) student's self-actualization in cognitive-professional activity; 3) the formation of professional-pedagogical activity of students takes place in the cognitive-activity approach (we correlate this stage with pedagogical practice); 4) the stage of personal transformation, creative inspiration in the performance of pedagogical research, suggesting to feel the need to complete all the steps of creative pedagogical activity [7,186].

Thus, we can argue that the process of professional training is a multi-layered education, all components of which are interconnected and interdependent, and the absence of at least one of them in the future teacher will necessarily lead to a disproportion in the structure of the specialist's personality.

Summarizing long-term observations, it can be noted that, despite the declared goal - the development of an "independent, creative teacher-researcher", - in practice, the reproduction of an insufficiently creative,

initiative, "average" specialist is carried out mostly uniformly. This leads to the loss of students' interest in the types and forms of work that require creativity, independence, and a decrease in the positive motivation for learning.

Pedagogical education is currently undergoing major changes: tasks, content, teaching methods are being revised. The idea of the need to create a scientifically based system of training in a pedagogical educational institution for a specialist capable of creatively carrying out professional activities sounds more and more insistently. In this regard, there is a need to study the experience accumulated in the arsenal of pedagogy in organizing the conditions for the creative activity of students in pedagogical educational institutions.

As a hypothesis, the researchers formulated conditions that contribute to the formation of a student's creative personality:

1) development of a model of a creative personality, the core of which is the student's creative abilities;

2) maximum use of students' opportunities in the development of their creative abilities with the transition of education to self-education, pedagogical management to self-government of students in organizing various types of creativity (scientific, educational, technical, etc.);

3) an increase in the proportion of intensive methods of organizing the creative activity of students (discussions, business games, etc.);

4) the combination of collective and individual creative activities of students, the promotion of cooperation and competition, the publicity of the assessment of the creative achievements of each student.

To implement these provisions, a program-targeted approach has been developed. Its feature is the priority of the main goal, focus on the final result. There are four levels of development and implementation of programs: 1) general university, 2) faculty, 3) group and 4) personal.

The personal programs of students on self-education of creative abilities have the

greatest concreteness. The program involves not only determining the area of scientific interests, planning work on the chosen topic, but also identifying creative potential and its further development.

The role of the teacher is to create a favorable atmosphere. He is required to have the ability to improvise and master the technique of organizing collective work. The classical method involves the division in time and by performers of the stages of generalization of ideas. Among the participants there must certainly be "generators" and "critics". The first group should put forward as many ideas as possible without evaluating them in terms of suitability, the second group, the critics group, criticizes the proposed ideas. In the process of criticism, their combinations begin to appear.

There are several types of brainstorming: forward brainstorming, reverse brainstorming, "conference of ideas" and others.

There is also a method of individual brainstorming, during which a person alternately takes on the role of "generator" and "critic". However, group discussion of an idea is much more effective.

The main conditions for the effectiveness of independent work in pedagogical disciplines are as follows: 1) setting educational goals for students, stimulating a positive attitude and interest in independent work; 2) a combination of deep assimilation of theoretical knowledge and practical mastery of the methods and techniques of independent work; 3) the relationship between the content and methods of organizing independent work in the process of training sessions, teaching practice and extracurricular work; 4) systematic and consistent complication of the content, types and methods of organizing independent work.

Independent work is designed to activate creative thinking, stimulate cognitive activity, that is, to promote the manifestation and development of pedagogical creativity of the personality of the future teacher.

The study shows that the motives of this activity play a significant role in the activation of independent work and self-education of

students, including: motives based on emotions (an interesting message from the teacher, a problematic task, a predicted situation); motives for creative activity (participation in research work, preparation of creative reports, etc.) readiness of each student for independent educational work, which consists not only in his interest in this work, but also in his stable skills for its implementation [7].

Including students in independent research activities is also one of the methods for organizing creative activity.

Along with the strengthening of research principles in pedagogical work, the idea of the requirements for a modern teacher is also changing. More and more, not a simple teacher-master, but a teacher-researcher, who contributes both to the improvement of practice and to the development of science, is increasingly becoming a model for workers in public education.

Preparation of a creative report, abstract, writing an article.

This method of teacher's creative pedagogical activity includes: 1) choice of topic, highlighting the main thoughts; 2) drawing up a plan; 3) logical presentation of thoughts; 4) summarizing, formulation of conclusions; 5) clear expressive speech; 6) use of oratory techniques.

Another method of organizing creative activity is the method of creative games. These include the collective inventing of a fairy tale, the collective creation of a picture on the board, performances, as well as individually competitive solutions to diverse problem situations.

Conclusion

Thus, it should be determined the role of control in improving the student's independent educational work, the main drawback of which is its episodic nature, meanwhile, the student's creative cognitive and practical activity needs constant, purposeful and self-critical control. In addition, there is no system of guarantees at the state level that stimulates the desire of teachers and students for creative growth and scientific achievements.

Therefore, it is necessary to combine the efforts of teachers and teachers to introduce a comprehensive program of independent creative work of students, students and young professionals into the education system. To bring the content, methods, techniques, forms and means of this work in line with the goals and tasks facing educational institutions in the training of creatively working specialists. To develop a system of teaching aids that stimulate the creative activity of students and ensure the direct inclusion of each in independent creative activity in various academic subjects.

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