The Role Of Creative Value Relationships "Teacher-Pupil" In The Development Of Students' Creative Skills

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Abstract

This article discusses the importance of developing the creative abilities of students based on interactive teaching methods and technologies. Works of a number of scientists about creativity. Opinions are presented on the assessment and development of practical skills and creative abilities of students using international experience.

The fact that the reforms that have taken place in our country in recent years have resulted in tremendous economic growth has increased the demand for qualified personnel and mature professionals in all sectors. This in itself, the education of the students, will increase attention in every way. Supporting the creative ideas and creativity of young people who are the continuation of our future at a time when our country is rapidly developing for innovative development, developing their knowledge, skills and skills and improving the system of evaluating them based on advanced foreign experiences, international criteria and requirements, studying international expertise along the way, comparative analysis of the existing system in all aspects, it is important to work closely with international and foreign organizations, agencies, research institutions in the relevant direction.

At the beginning of the third millennium B.C.E., public interest in the development of personal creativity increased dramatically. Thus, in 1998, the Creative Development Advisory Council developed recommendations from the British government to change and create the priorities of education and culture under S. Robinson.

In Europe, 2009 was declared the Year of Creativity and Innovation, with all relevant events and measures to improve creativity. In 2015, the Warwick University Committee (UK) developed a national plan for the development of creativity and culture, aimed at flourishing the country, creating creative productions and increasing its attractiveness worldwide [17]. In the United States and Asia-Pacific countries, various programs are being created to develop creativity at all levels of the education system.
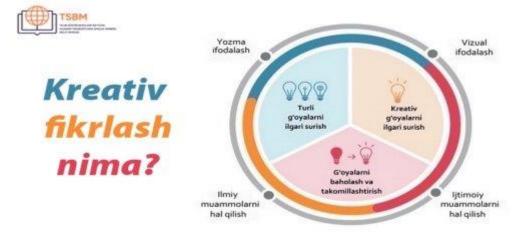
Among them, we want to specifically stop at the concept of "creativity." This concept has been used to some extent in educational

processes in recent years. However, a number of studies have been undertaken to analyze the content and meaning of this concept and to determine the level of creativity in humans.

So "creativity" itself is numa?

Creativity is the personal qualities (virtues) of a person who is represented in the process of being formed as an individual on the basis of a cultural tool.

Creativity is a person's personality and is associated with his or her self-improvement and development.

Modernizing higher education institutions and their educational process, improving the quality of the system of preparing pedagogical professionals, arming prospective teachers with modern professional competencies, and developing acmeological motivation for professional activities are considered one of the most important tasks in the process of developing the creative competence of teachers. [1].

Creative thinking skills are also used by students to solve individual and social problems. The problem is addressed socially in the social problem solving section. At the same time, the existing problem will be viewed socially, i.e. the problem will be searched for ways to find solutions to the needs of everyone, regardless of their personal, educational, or social globality. Through creative thinking, students in this area develop their abilities, such as innovative, practical solutions to global problems, identifying the needs of a social group, and reacting positively to the opinions of others.

Students who complete the assignments in the tests assigned to solve itimoy problems are required to collect ideas that will find a social solution to the problem, whether the problem is personal or global. Solving scientific problems: Creative thinking in the field of science can arise in the following ways: within the framework of experiments that enhance hypothesis, such as developing ideas that promote knowledge, developing ideas that increase practical interest, developing inventions and innovative engineering plans.

Creative thinking in students allows them to realize the experience they want with the materials they want, to discover new inventions. Creative thinking in the field of science is supplemented by scientific research skills. The training provided to find solutions to scientific problems involves a variety of aspects of creative thinking in different scientific contexts.

To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

Interfaith simulations and games are among the best ways to evaluate creative thinking in finding a solution to a scientific

problem, because such environments can provide students with the ability to evaluate their personal choices and actions, their actions against their attitude, their inability to do so, and their participation in the process of discovering (4)

The stimulation of students' creative thinking abilities in the educational process will further increase their confidence in their creative abilities. This, in turn, plays a major part in improving the efficiency of students' self-government, self-government, and activities (including perseverance and endurance). It also has an impact on factors that develop students' individual abilities.

Internal creative efficiency is said to be about the confidence a person needs to have the ability to accomplish a task creatively. Self-confidence in purpose orientation and creativity is intertwined, and some researchers believe that internal creative efficiency in a person is important in determining whether he can act despite difficulty and finally fully accomplish the task he or she has set before him. Such firm trust in a person, in turn, will depend on the diligence, mood, and social state of the task that a person has   [2]

defining certain values by students is a strong indicator of the motivation for success, as values give students certain reasons to achieve goals.   Students define the values set by teachers in the process of interpersonal interaction. Values can be conveyed by participating and solving problems, modeling relationships, learning management practices, organizing a learning environment, and waiting through rewards.

Scientists believe that teachers cannot be valueless, their values are reflected in the science they teach, in explaining the material, and in their actions. Teachers can encourage the development of certain values throughout their lives. They are a uniquely sleaw of creative advertising staff. It is important to help future teachers recognize their values.

There is a connection between rigidity and creative success, and persistence is one of the most important signs of success. Even the most gifted need constant training, and

persistence, even if not enjoyable, exercises, because of patience a person works until the result is satisfactory [5].

The study, conducted by S. Agnoli, an employee of the Institute of Creativity at Marconi University, Italy, looked at the link between emotional intelligence and creativity and did not focus much on studying it. The scientist believes that experiencing and possessing a person's feelings affects a person's ability to create creative products despite repeated failures that dampen self-confidence. High levels of creativity are associated with levels of emotional introspection, where a person can successfully overcome the rise and declines of the creative process. The researcher found that stimuli that seem insignificant can be useful in the creative process if a person's emotional intelligence integrates them into his thinking, assuming they are potentially beneficial. If a person starts to think about failure, failure, it gets in the way of the process because the process is seen as an unsettling obstacle, not a useful one to solve the problem [11].

The results of the study, conducted by T. Amabile, show that people's daily work obligations work well when they include more positive emotions, strong internal motivation, and positive perception of their job, team, stake stakes, and organization.

In conclusion, one would expect that for some forms of creative activity, there are differences in cultural norms, different values in education, and differences in the teaching of science around the world. If students are evaluated in more than one area, we can have assumptions about the strengths and weaknesses of the creative thinking field at the country level. This information also shows the differences between how encouraged students are to look for ways to express their solutions and ideas.

The development of creativity in each student is individual. A systematic factor in the development of creativity is the humanitarianization of education. It was originally believed that creativity is unique to everyone. But the impact of the environment in which it grows, learns, is nurtured, and the many bans, the presence of social patterns,

helps to block creative abilities. Therefore, everyone needs to be given a positive impetus for the development of creativity, to "release" a person from psychological "crustaceans."

This will help us to see that creative thinking in different areas is important in how it should be taught in school

Conclusion:

A number of research studies in the field of education have explored different methods of teaching or learning that increase the likelihood of the formation of knowledge and skills. Research shows that creative thinking can be effectively developed by working together in a community environment that allows the development of knowledge and skills. In other words, schools serve as a well-formed organization of knowledge and skills, where students are actively involved in the type of creative and regular activities that are watered down by new ideas. When the process of learning becomes an integral part of the teaching process, namely, a type of daily activity, knowledge can also be generated by "a full-fledged look at the world with a full-fledged look at the world." When it comes to looking at the world with a full eye of surprise, the reader's process of trying to understand the world is understood, which encourages students to advance their opinions on various events. Creative approach The creativity of the students is reflected in their creative thinking abilities, especially when most of the creative thinking process performs "invisible" tasks. The student's creative perfection plays a major role in determining whether he or she has successfully implemented the creative thought process. Over the years, many publications have been published on the importance of a person's artistic perfection in several fields and his analysis. According to the descriptions given in this written literature, creative perfection was viewed as new and useful to a certain social sphere. And in the educational community, a creative approach takes its "everyday" form. For example, it is manifested by writing, drawing, the expressive work of music or other areas of "art," the formation of new knowledge and insights, or the discovery of creative solutions to various open questions.

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