

THE ESSENCE OF PEDAGOGICAL CREATIVITY IN EDUCATION AND THE IMPORTANCE OF ITS APPLICATION

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Today, the attention paid to education in our country is to ensure that future generations become competent personnel and all facilities and conditions are created for them to receive quality education. At the same time, it is appropriate to use the concept of "creative pedagogy" in modern pedagogy, to conduct non-traditional classes of qualified pedagogues through educational reform. It has not been that long since this concept began to be used. However, the need to find innovative and creative approaches to the teaching process ensured the formation of creative pedagogy as an independent subject among pedagogical disciplines. The basis of this subject is the history of pedagogy, general and professional pedagogy, and methodological ideas of such disciplines as psychology, teaching methodology of special subjects, educational technology, and professional ethics.

The general foundations of the science of creative pedagogy serve to create the necessary conditions for the professional development of specialists, including future specialists. Professional growth and development of a person as a specialist is manifested as a process in its essence. It is known that professional experience is reflected as an integration of knowledge, skills and abilities. However, mastering the skills of professional activity is not only the integration of practical skills and qualifications, the development of methods and tools for the effective organization of activities as a specialist, but also awareness of the methodology of professional creativity, the development of creative thinking and creative character, it requires adequate mastery of personal qualities of character. It is appropriate to use new innovations to improve the effectiveness of classes in the auditorium in providing quality education.

The formation of a creative person can be defined as the development of a person in terms of creative activities performed in a mutually compatible way and creation of creative products. The pace and scope of this process depends on biological and social factors, the activity and creative qualities of a person, as well as existing conditions, vital and professional events. In modern conditions, it is necessary for a pedagogue to have the qualities of creativity. In recent years, in the educational system of leading foreign countries, special attention has been paid to the issue of the formation of creativity qualities for equals, and it is necessary to analyze and introduce it into our own educational system. Literature is being published on the formation and development of teachers' creative approach to pedagogical activity. In order to fully understand the

general nature of the process of developing creative qualities in a person, it is necessary to first understand the meaning of the concept of "creativity".

According to Ken Robinson, "creativity is a set of original ideas that have their own value". And Gardner explains the concept in his research: "creativity is a practical action performed by a person, which should reflect a certain novelty and have a certain practical value". Comprehensive thinking requires students to rely on many ideas when completing educational tasks, problems and tasks. On the other hand, one-sided thinking is based on only one correct idea. In observation, one cannot deny one of the one-sided and multi-sided thinking about the issue. Therefore, one and all-round thinking is equally important in the formation of creativity. That is, when completing the task, solving the problem, the student looks for several options for the solution, and then stops at the only correct solution that guarantees the most optimal result. Based on the above-mentioned ideas, the concept of "creativity" can be interpreted as follows: Creativity - creator, creator - the creative ability of an individual that describes the readiness to produce new ideas and is part of talent as an independent factor. A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities.

Creativity describes a person as a whole or his specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines mental sharpness, "ensures the active involvement of students in the educational process". In foreign countries, teachers, like specialists in all fields, determine whether they have creative qualities and their level. To do this, they pass a test based on E.P. Torrens, which determines whether a person has creative thinking. This test provides an opportunity to assess the creativity of a person and its level according to such criteria as activity in organizing creative activities, rapid reproduction, originality and improvement. The answers to the questions proposed by the student should reflect these four criteria. Creative thinking can be clearly reflected in every social sphere. The teacher's creativity is reflected in his creative approach to the organization of professional activities organized by him. In recent years, this situation has been expressed by the concept of pedagogical creativity. Creative pedagogy must be able to guarantee the following two conditions. The first is to attract the attention of students who have low mastery of academic subjects and consider them boring to learn the basics of science; The second is to create an opportunity for teachers to use them effectively in the audience by recommending strategies and tools that serve to stimulate creative thinking and creative activity results in students.

Due to the teacher's lack of creativity, even though the students have interesting and wonderful ideas, they are slow to express them. For this reason, the methods used in the educational process are determined by the fact that they do not serve to form students' free and independent thinking skills. The tools and strategies recommended by the author are useful for teachers in developing students' creativity and develop students' interest and desire to learn academic subjects. The creativity of the pedagogue is manifested in various forms in professional activity. The essence of these ways to implement ways of

developing creative qualities is discussed. The first way is to develop creative thinking skills. In this, the main emphasis is on the formation of creative thinking skills, and students are directed to express the essence of creative actions with the help of verbs. In particular, in order to effectively form the ability of creative thinking, teachers pay attention to the presence of necessary verbs in the questions that encourage students to think. If this situation is explained with examples, different control questions do not form creativity in them. After all, the concept of "describe" in the content of the question is equivalent to telling your existing knowledge one by one. Using words that encourage students to think when asking control questions makes it easier for them to think creatively.

Therefore, according to the first way of forming creative qualities in a person, it is appropriate for pedagogues to use different, antique, unconventional and words that force to give a thorough answer. It is expedient for pedagogues to use the first method - to use the creativity map of young teachers in forming students' creativity skills. The second way is to develop practical creative skills. Educators use instructional methods and methods to form and develop creative movement skills in students. In this case, the use of questions can only help in the short term, but it does not develop students' receptiveness. The third way is to organize creative processes. This way emphasizes creative, creative thinking in the process of solving problems and promoting innovative ideas. Although creative methods and methods are not actively used in these processes, creative thinking occurs. As a result, multi-faceted thinking and observation takes place in this process. The fourth way is to use creative products. In this way, the pedagogue can give students the task of creating a presentation using Power Point software or multimedia on the topic of various questions. In the process of preparing the presentation, students actively develop creative thinking skills.

Equalizers can fully express their creative thinking skills in a comfortable environment. If students have a feeling of fear of failure, if they hesitate to express their thoughts incorrectly, if they are criticized, in such a situation, it will not be possible for them to effectively form or develop creative thinking skills. It is possible to successfully form the skill of creative thinking only by turning creativity into a habit. In this process, the methods and tools used by them in the assessment of their thorough understanding of the content of the subject and creative thinking skills are of great importance. Only in a creative environment, students will have the opportunity to understand the content of the subject they are studying, the interaction between educational information and begin to think about it. In the process of studying the essence of the immigration phenomenon based on the strategy of brainstorming, the equalizers should, first of all, have an understanding of what the strategy is and how it should be applied.

Certain factors prevent the development of creative qualities and skills of pedagogues. Therefore, in the pedagogical process, teachers should focus on eliminating these factors. The following factors hinder the development of creativity in a person. Each training assignment includes several sub-types of assignments. They are:

1. Tasks that require memorization and recall:
 - a) information tasks;
 - b) assignments on memorizing individual evidence, numbers, concepts;
 - c) tasks related to memorization of definitions, norms, rules;
 - d) tasks related to memorization of a large text, section, poem, table, etc.
2. Tasks that require simple mental operations when working with numbers and data:
 - a) assignments related to identification of evidence (measurement, weighing, calculation, etc.);
 - b) tasks related to providing and describing the evidence (counting, enumerating and summarizing);
 - d) tasks related to the organization and description of action processes and methods;
 - e) tasks related to separation and collection (analysis and synthesis);
 - f) tasks related to comparison and differentiation (comparison and division);
 - g) tasks related to distribution (categorization and classification);
 - h) tasks related to determining the relationship between evidence (cause, consequence, goal, tool, effect, utility, means, methods);
 - i) assignments on abstraction, clarification and generalization;
 - j) solving non-complex (unknown size, dimensions) examples.
3. Tasks that require complex mental operations when working with numbers and data:
 - a) assignments related to relocation (transfer to some place, change of form);
 - b) tasks related to explanation (interpretation, explanation of the meaning, clarification of the essence, justification);
 - s) tasks related to induction (making a general conclusion based on a physical characteristic);
 - d) tasks related to deduction (making private conclusions according to the general situation);
 - e) concerning proof (proving) and verification assignments;
 - f) assessment assignments.
4. Tasks related to publishing information:
 - a) tasks related to the development of summarizing brief information, draft, content, etc.;
 - b) tasks related to the preparation of a report, a scientific work devoted to a certain problem, lectures;
 - s) assignments to independently complete written works, drawings, projects, etc.
5. Tasks requiring creative thinking:
 - a) tasks related to the production of practical proposals;
 - b) tasks related to solving problematic issues and situations;
 - s) assignments to ask questions and express issues or assignments;

d) tasks related to finding a solution based on personal observations;

e) tasks of finding a solution based on personal judgment (based on rational solution).

Preparation of work papers for educational assignments. Completion of educational tasks based on worksheets makes it possible to speed up this process, facilitate students' activities and, most importantly, save time as much as possible. Due to this, in the experience of leading foreign countries, special attention is paid to the formation of working papers for the process of working with educational tasks and their preparation for training. In the years of independence, as a result of the innovative approach to the organization of education in Uzbekistan, the tradition of organizing the practical activities of students by means of worksheets was formed in almost every lesson and training session at all stages of the continuous education system. . At the same time, there is a need to further enrich the experience in this regard. For this reason, it is appropriate to develop the skills and competencies of the pedagogues of higher education institutions in creating working papers. In addition, the preparation of worksheets for the tasks to be completed during the training sessions will help the pedagogues to develop their creativity. Graphic images of graphic organizers can be used as worksheets when using interactive methods in the educational process. Based on a creative approach, preparation of control-test tasks in academic subjects, formation of a set of cases and graded tests.

In modern education, it is becoming increasingly important not to give students ready-made knowledge, but to direct them to independent acquisition of knowledge. After all, assimilation of ready-made knowledge helps students to understand existence, the content of social relations, and the essence of personal activity in one form or another. However, the ability to effectively understand the phenomenon, reality, interrelationship between the structural elements of the process, the analysis of cause and effect, the content, direction and, most importantly, the factors guaranteeing the result, which represent the current state of existence and social relations. hinders development.

It is methodologically effective to confront students with problem situations in order to avoid such a negative situation. The didactic possibilities of problematic situations help students to think about the studied issue, to understand the mutual unity and connection between the structural elements that illuminate the essence of the issue, to analyze the issue based on the problem-solving system, to put forward hypotheses about the solution, to check their acceptability, forces to organize practical actions such as stating the solution and defending it.

In addition, with the help of problematic situations, students will have the opportunity to independently analyze their knowledge, critically approach their work, and put forward creative ideas on the subject being studied. ensures smooth execution. That is, problem-based teaching, the technologies used in the process of teaching it are the necessary pedagogics that ensure the fulfillment of the social order of training a well-rounded person and a qualified specialist set by the republican continuous education system. creates conditions.

Therefore, special attention is being paid to the use of problem-based education and effective application of problem-based education technologies in the educational system today. In particular, in recent years, the experience of using the "Case-stage" technology, which occupies an important place among the problem-based educational technologies in the teaching of general and specialized subjects, is being formed in higher education institutions. Thus, the teaching of the "Creative pedagogy" module (science) in professional development courses allows pedagogues to effectively develop their creative quality and creative-pedagogical skills.

Using methods proposed by the American researcher Patty Drepeau in terms of developing the qualities of creativity in teachers and the skills of creative-pedagogical activity will help to achieve the expected results. In addition, working on the basis of priority principles for the formation of creativity qualities in pedagogues guarantees the effectiveness of activity directed towards a specific goal.

In the process of practical training in advanced training courses, it will be possible to determine the creative potential of pedagogues based on specific criteria, to determine achievements and shortcomings in this regard based on the evaluation of level indicators, to enrich achievements, and to determine measures to eliminate shortcomings.

In conclusion, it will be possible to achieve high results by improving the teaching process and developing pedagogical creativity in the course of classes, as well as by developing the qualifications and skills of teachers.

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