

CREATIVE ACTIVITY IS A KEY FACTOR IN FORMING A PERSON'S SPIRIT

O. N. Farmonov

The teacher of the department, Tashkent region Chirchik State Pedagogy

Institute of Pedagogy and Management

Тел. +998974376764

Abstract:

This article is scientifically and pedagogically based on the essence, stages, tasks of the formation of creative activity-personality.

Keywords: creativity, activity, innovation, knowledge, education, teacher, problem, task, situation, method, understanding, ability.

Creativity is "discovery" in the expression of the main methods, forms and means, teacher thinking, movement relations as a process that inspires, identifies important problems, intellectual development of students, intellectual development of the school community, nurturing their desire, interest in knowledge. and performs "inventive" functions. Because in this process, the teacher seeks, finds and discovers a specific type of relationship with the student, realizes the aspirations for development.

Creativity, as a specific manifestation of the teacher's activity, develops processes that are "new" and "socially significant" for the purpose of "progress". In this regard, the creative activity of the teacher has a social significance and contributes to the development of education. In the work of a teacher, the essence of humanity increases on the basis of creativity.

The concept of "creation", along with "innovation", reflects the development of man, the human person, human culture. Therefore, the concept of "creativity" is determined by the creative content of the goals of the teacher's work. It is therefore important that the teacher's creative activity is based on ethical sources. Because the novelty and originality of problematic, social and personal, objective, subjective processes in the creative activity of the teacher form the basis of educational development.

In this case, such features as the teacher's creative activity, the purpose of the action, the methods of action, the conditions of action are realized.

In the process of creative activity, the quality of knowledge, its thoroughness and thinking is related to the character of the teacher. Therefore, it is important for the teacher to reconsider the traditional methods of teaching, to acquire basic knowledge in the continuous implementation of the educational process, to develop skills such as the formation of skills. As a result, there is preparation for reading, creative comprehension, generalized processing of teaching materials, mastering the theoretical foundations of teaching, preparation for the ability to apply theoretical knowledge in practice, the formation of creative pedagogical activity.

Also, a creative approach in the teacher's work helps to solve problem-based learning, problem situations, problem-based teaching methods, system and a number of other issues theoretically and practically in the implementation of management objectives, content, organization. That is, creative activity involves the implementation of teacher achievements in pedagogical practice. It is important to apply the problems of the educational process in the creative activity of the teacher as a whole on the basis of a comprehensive approach.

An integrated approach to the creative activities of future professionals develops teacher-student relationships, relationship systems, and their sustainability. In the holistic approach to creative activity, the study of all the functions of the object, its internal structure, the components of the formation of the teacher shows its effectiveness.

As a result of developing and implementing the concept of programmatic and individual approaches applied in creative activity, only a dialectical combination of systematic, complex and holistic approaches can be achieved in order to study and solve pedagogical problems.

In the development of problems in education, the separation of its real processes, identification and analysis of their directions, acquisition of new knowledge, general prediction, avoidance of gross errors and traditional mistakes form the basis of creative tasks.

As a result of the use of philosophy, psychology, pedagogy and some methodological disciplines in the process of teaching, it forms the features of understanding the essence, structure and content, types and forms of creative tasks, productive methods and ways of solving them.

Based on the creative goal, task, assignment, issues and problems related to certain knowledge, ideas and practical skills, teaching and research methods in students are solved. Performing a "creative task" plays an important role in the implementation of creative activities.

A creative task is a situation that requires some effort from the subject to achieve the goals set under certain conditions. The task is to find the conditions that allow to reveal the connection between the known and unknown elements of the creative activity, the work is carried out on the basis of thinking. From a pedagogical point of view, the creative task is at the same time a means of the object of creative activity. The creative task directly or indirectly determines the purpose, conditions and requirements of creative activity. However, it should be noted that different situations may arise in solving learning tasks.

The creative situation is a process that requires the resolution of a number of dialectical contradictions. Creative situations for the student are the search for a new style, method, means of activity. They simultaneously enhance the development of a person's creative abilities. Examples of creative situations can include: contentious situations, evaluations, situations that require critical discussion, situations where similarities apply, predictions, assumptions, and so on.

In solving a creative situation or task, in accepting it, a creative approach is essential for the teacher to understand it.

The prospective teacher should be able to distinguish very closely related concepts such as 'creative situation' and 'problem situation'. However, the concept of "creative situation" is broader. It is important that the student has the skills and competencies needed to know and be able to resolve a conflict situation. However, a contentious situation may not be a problematic situation within a creative situation. Also, a creative task is not always the starting point for learning. It is often the result of a series of "contradictions," which later become a "problem," and, in turn, a series of "tasks" that take into account the "purpose" and "conditions" of the activity.

It should be noted that setting a "problem" and then identifying the "tasks" that arise from it, in many cases, not always, opens the way to "solve" it. Because putting the task right, in the opinion of many scientists, paves the way for solving it, even if it is not significantly guaranteed. It should also be noted that a problem in science may not have the objective conditions and tools to solve it at this stage of its development. Nowadays, in practice, the teacher puts in front of the students a ready, well-defined task. At the same time, it is the most arduous and creative process, from the conflict identified by the subject to the definition of the task. It requires the development of creative abilities, intellectual qualities, a high level of self-control from the activities of the subject.

The stages of training to perform creative tasks are as follows:

The first stage. To teach teachers to think creatively, to form their educational, spiritual and moral upbringing on the basis of acquaintance with methodical literature in activity of teachers. Development of an annual work plan for the organization of creative work in the higher education system. In the educational activities of teachers, including textbooks and other popular science, methodical books, work on visual aids, the acquisition of knowledge, skills and abilities to perform creative tasks, the formation of worldviews. Tasks of research of types and methods of creative work are performed.

The second stage. Scientific and methodological methods of organizing creative work in the system of pedagogical higher education are studied. The close connection of creative work with education and culture in the education system, human spiritual development is theoretically and practically based.

Methods of achieving the effectiveness of students' learning activities through creative work are developed. At the same time, the scientific-practical and methodological tasks of the questions and tasks in their creative thinking, mental and spiritual development are carried out and analyzed.

On the basis of methods of teaching students to do creative work, the skills and abilities acquired in the course of lessons are strengthened, their worldview is enriched, their creative, educational and importance are developed.

The third stage. The worldview of future professionals is formed on the basis of such events as literary evenings, debates, trips, poetry readings and bahri-bytes on the performance of creative tasks. Their opportunities to enrich their knowledge are shown.

Conclusions

In short, the creative task is to organize the content of the teaching material and use it to create a creative (problematic) situation for students, to directly and indirectly convey the goals, conditions and requirements, to develop students' knowledge and skills.

Creative tasks play an important role in the development of a person's creative abilities, the acquisition of new knowledge, mental and practical skills about the concepts, laws, theories, principles, methods, rules and tools of activity.

References

1. Akromova F. Abdullaeva R. "Family Psychology: Psychological Recommendations and Tests" - T .: TSTU 2011.
2. Inoyatov U., Muslimov N., Usmonbaeva M., Inogomova D. Pedagogy: 1000 answers to 1000 questions. – T .: 2012.
3. Hasanboev J., Turakulov H., Alkarov I., Usmonov N. An explanatory dictionary of pedagogy. –T .: Science and technology, 2009.