

CONCEPT AND ESSENCE OF CREATIVE TASKS IN PEDAGOGICAL ACTIVITY

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Abstract

In this article, the concept and essence of creative tasks in pedagogical activity. Comprehensive creative approach to teacher's activity, problem education, problem situations, system of problem teaching methods are enlightened.

Keywords: Pedagogical activity, teacher activity, creative approach, problem education, problem situations, problem teaching methods.

A comprehensive approach to creative activity is one of the most important components of the teacher's pedagogical process. Because the goals, content, principles, forms and methods, conditions, didactic and technical means of creative activity form the basis of a comprehensive approach. Also, a comprehensive creative approach to the teacher's activity helps to theoretically and practically solve problematic education, problematic situations, problematic teaching methods, system and many other questions in the implementation of management goals, content, organization, etc. That is, the comprehensive approach envisages the realization of the achievements of creative activity in pedagogical practice. Thus, it is important to apply the problems in the educational process as a whole based on a comprehensive approach to the teacher's creative activity.

A holistic approach to the creative activity of the future elementary school teacher develops teacher-student relationships, the system of relationships and their stability. In a holistic approach to creative activity, the study of the nature of the object, all its properties and functions, its internal structure, and the components of teacher formation shows its effectiveness.

As a result of the development and implementation of the concept of problematic, programmatic and individual approaches used in the creative activity of future teachers, success can be achieved only when a dialectical combination of systematic, complex and holistic approaches is achieved in order to study pedagogical problems and eliminate them.

When working out the problems of the future elementary school teachers in their creative activity, separating the real processes, identifying and analyzing their directions, gaining new knowledge, making general predictions, and avoiding gross mistakes and traditional mistakes are the basis of creative tasks.

As a result of the use of philosophy, psychology, pedagogy and some methodical sciences in the course of the teacher's activity, the characteristics of understanding the essence, structure and content, types and forms of creative tasks, productive methods and ways of solving them are formed.

On the basis of creative goals, tasks, assignments, certain knowledge and ideas, issues and problems related to the methods of teaching and testing students' knowledge and practical skills will be solved. That is, the concept of "task" can be considered in different psychological and pedagogical terms.

In the psychological literature, the concept of "task" has been given several definitions. According to A.N. Leontev, "A task is a situation that requires some action from the subject." According to O.K. Tikhomirov's hypothesis, "a task is a goal set under certain conditions." There are also definitions

revealed on the basis of the psychological analysis of the structural components of the concept of "task". According to L.L. Gurova, "A task is an object of thinking activity that contains an answer to a theoretical question with the help of searching for conditions that allow to reveal the relationship between its known and unknown elements."

From the pedagogical point of view, the creative task is both an object of creative activity and a means of educational and creative activity of the pedagogical organization. The purpose, conditions and requirements of creative activity are determined directly or indirectly with the help of a creative task. But it should be emphasized that different situations may arise when solving educational tasks.

The creative situation is a process that requires the resolution of several dialectical conflicts. Creative situations for the pupil (student) are the search for a new style, method, means of activity. At the same time, they enhance the development of a person's creative abilities. Examples of creative situations include: controversial situations, evaluations, situations that require critical discussion, situations that use analogies, foretelling, showing assumptions, etc.

When solving creative situations or a creative task, when accepting it, creativity is important for the teacher to understand it.

The future teacher should be able to distinguish between very close concepts such as "creative situation" and "problematic situation". However, the concept of "creative situation" is broader. A problem situation describes a conflict situation related to adapting what the learner knows, can do, and is capable of solving the conflict. At the same time, in the conditions of a controversial situation, there may not be a specific problem situation in the composition of the creative situation. Also, the task is not always the starting point of knowledge, often the result of some "conflict" thinking of the subject of activity, which later turns into a "problem" and, in turn, comes out as some "task" taking into account the "purpose" and "conditions" of the activity. is considered

It should be noted that posing a "problem" and then identifying the "tasks" that arise from it often, but not always, paves the way for "solving" it.

Because the correct setting of the task, according to many scientists, opens the way to its solution, although it does not significantly guarantee it. It is also worth noting that a problem in science at this stage of its development may not have objective conditions and means for solving it. Currently, in practice, the teacher puts a ready-made, correctly defined task in front of the students. At the same time, it is the most laborious and creative process, starting from the conflict identified by the subject and ending with the definition of the task. It requires the development of creative abilities, intellectual qualities, and a high level of self-control from the activity of the subject.

Having understood the essence of the concept of a creative task from a pedagogical point of view, we came to the following conclusion: a creative task is a form of organizing the content of educational material, with the help of which the teacher can create a creative (problematic) situation for students, the purpose, conditions and requirements of educational and creative activity directly and can give indirectly, in the process of which students acquire knowledge and skills, develop personal creative abilities.

The analysis of creative tasks can be carried out in different directions. From the point of view of training and self-education of a person's creative abilities, on the one hand, the types and manifestations of creative tasks using appropriate bases for classification, and on the other hand, the

qualities and components of creative abilities that are strengthened and developed by these tasks, it is more valuable to protect the classification.

Creative tasks can be used to develop a person's creative abilities, to acquire new knowledge about the concepts, laws, theories, principles, methods, rules and tools of activity, to acquire mental and practical skills, to diagnose a person's creative abilities, to control knowledge and skills, to develop creative abilities.

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