



SIGNIFICANCE AND ROLE OF PEDAGOGICAL CREATIVITY

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Article history:	Abstract:
Received: 1 st September 2022 Accepted: 1 st October 2022 Published: 4 th November 2022	The world we live in is changing and developing beyond recognition. It is required to work according to the daily requirements in every field. In addition, many requirements and responsibilities are imposed on teachers who work with the growing generation. A teacher should understand what modern students live with and be in tune with them. This article discusses the role of creativity in pedagogy and how to increase students' creativity.
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At present, the demands of the society on the school are increasing day by day, and it is the teacher's duty to meet these demands in practice. Pedagogical activity is one of the most complex areas of human labor. In today's society, the teacher, as a person in the most active position, should acquire modern knowledge, be constantly searching and selfless, because this inevitable process will save a person from intellectual and spiritual poverty. Implementation of modern standards requires not only high qualification and continuous professional development from the teacher, but also a creative approach to his work. It is becoming very important for the teacher's creativity to review and improve his experience, to be able to change and creatively use things known to everyone, to create quality innovations.

The concept of creativity (lat., eng. "create"-creative, "creative" means creation when translated from English). Creativity can be called: a desire for creativity, a creative approach to life, a constant critical look at oneself and analysis. Based on modern psychology and pedagogy dictionaries, the teacher's creativity can be defined as the level of knowledge, feelings, communication, special activity, creative approach. Creativity is responsible for reproducing existing information and creating an endless new model of it.

Paul Torrance, known as the "Father of Creativity", identified four creativity conicts. His research shows that it is possible to develop and evaluate these creative skills:

1. Fluency. The skill of coming up with many ideas is based on the word many.
2. Flexibility. The skill of coming up with different ideas is based on the word change.
3. Uniqueness. The skill of coming up with an idea that stands out from others is based on the word unique.
4. Creativity. The skill of expanding ideas is based on the word addition.

Come up with great ideas from pedagogues in creativity classes (originality); their expansion (development) or when comparing and finding connections with other ideas (flexibility), these skills intersect.

If the study of the teaching process is what is meant by pedagogy in general, then creative pedagogy is the science and practice of teaching in a creative way (Aleinikov 1989). A subfield of pedagogy called creative pedagogy places a strong emphasis on the importance of creativity in successful learning. Creative pedagogy essentially teaches students how to learn creatively and develop into creators of both themselves and their future.

"Creative pedagogy that includes educational influence on the learner for acquisition of certain study material (subject) [as pedagogy in general] and differing from the above by the fact that in order to achieve higher efficiency of learning, the pedagogical influence is provided on the background of centrifugal above-the-criticism mutual activity in which the learner is raised from the object of [pedagogical] influence to the rank of a creative person, while the traditional (basic) study material is transformed from the subject to learn into the means of achieving some creative goal, and the extra study material includes the description and demonstration of the heuristic methods and techniques."

Numerous educators have taken notice of and referenced the idea of creative pedagogy - see the external links below. In addition to including a section on creative pedagogy, the authors of the Encyclopedic Dictionary also made comments about its peculiar manifestation, the formula of invention.

The objective of creative pedagogy is to turn any topic course (program, school, or class) into a creative teaching process that would result in creative learners (life learners) who are far more effective than those who are generated by regular school. "Creative orientation" refers to this modification of the conventional class (course, program, school).

The following is a typical response to the introduction of creative pedagogy: "Every pedagogy is creative." Examples of overtly contradictory approaches to the word "every" include rote learning and, for instance, physical punishment as a kind of instruction.

It is true that the Creative Class is developing and emerging. That's why Creative Pedagogy emerged as a form of education meant to raise a creator—someone who is creative—capable of coping with the society's accelerated growth and increasing complexity. "Creative Pedagogy, as a movement in science, generalizes and explains everything from music and art classes to creatively-oriented courses so comprehensively compiled and accurately described by Alex Osborn," according to the entry on Humane Creativity in The Encyclopedia of Creativity. In general, creative pedagogy says:

- art (creativity) classes
- technical creativity
- psychology of creativity
- Creative Problem Solving
- creatively-oriented courses

The next natural step after the creation of Creative Pedagogy was to check whether the theory and practice of creative teaching is teachable. "Creativity is contagious; to be creative, one needs to communicate with more creative people and always be on the lookout. Just as any skill can be developed, the ability or skill of creative thinking can be developed. This also applies to future educators, and working on creativity can help future educators think outside the box. "Research conducted on and serves as a guide for the formation of creativity skills. It includes the elements of the atmosphere in the audience, the formation of the way of thinking of future pedagogues, and the teacher's approach and strategies."

Until now, many approaches and methods in the educational system are not focused on creative thinking, but on interpretation and analysis, that is, on understanding the given information and conveying it correctly, on the contrary, on summarizing several pieces of information and drawing a conclusion. Despite the considerable practical work, most teachers still do not master the experience of how to effectively form creative qualities in themselves and future pedagogues. Maybe it is not interesting for the future pedagogues that the lessons are thought out and planned in advance, maybe the fact that the content of the education is set in a certain pattern does not give any incentive for the future pedagogues.

In the organization of pedagogical creative activity, it is necessary to pay special attention to solving problematic issues, analyzing problematic situations, as well as creating creative products of a pedagogical nature.

Conclusion. Abandoning the pre-planning of educational activities, forming and developing critical and creative thinking in future pedagogues, forcing them to think creatively, come up with new ideas, change the attitude to education, it will be a key factor in motivating them to achieve. It is not necessary for a teacher to be creative or not, but to organize lessons in the spirit of creativity, to try new ideas in the educational process.

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