



PEDAGOGICAL CREATIVITY AS A FACTOR OF STUDENT DEVELOPMENT

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Abstract

The article describes the importance of developing creative abilities in education based on interactive methods and modern pedagogical technologies. The main focus of the Bund is on improving the criteria and rules for determining the development of creative abilities of teachers on the basis of a competence-based approach. With the help of interactive teaching methods and technologies, it is aimed at improving the integrated methodological system for the development of students ' creative abilities, determining the level of development of creative abilities and providing scientifically based recommendations on the topic.

Keywords: creativity, creativity, ability, interactive methods, technology, pedagogical and psychological characteristics, criteria, levels, factors, stages, technological stages, results.

Introduction

Pedagogical creativity is determined by the creative potential of the teacher, which is formed on the basis of accumulated social experience, psychological, pedagogical and subject knowledge, new ideas, skills and abilities that allow finding and applying original solutions, innovative forms and methods, improving the performance of their professional functions. On the other hand, experience convinces us that pedagogical creativity can be developed only if and only for those who are characterized by value orientations on creative work, who strive to improve professional qualifications, replenish knowledge and study the experience of both individual teachers and entire teaching teams. [1]

Research Methodology

Let's consider the conditions necessary for the development of pedagogical creativity: there should not be large time intervals between tasks and ways to solve them; the development of pedagogical creativity of a teacher should be associated with the development of students ' creativity; the delay of the result and the need





for its prediction are important; the atmosphere of public speech is mandatory; it is necessary to constantly correlate standard pedagogical techniques with atypical situations. In the field of personality, pedagogical creativity manifests itself as the self-realization of the teacher and the student on the basis of self-awareness as a creative individual, as the determination of individual ways of their professional growth and the construction of a program of self-improvement. The analysis of the current situation in pedagogical science is associated with the search for methodological foundations due to the presence of a wide range of problematic and debatable issues in the field of determining the initial coordinate systems, is directly related to the discussion of the question of pedagogical systems and psychological concepts that have developed by the beginning of the XXI century and the prospects for their development. [2]

At present, mass practical pedagogy (pedagogical reality) is still at the stage of reproductive-pedagogical civilization, but there is a tendency to move to the creative-pedagogical stage, which is already partially realized in higher education, especially in the process of independent scientific activity of students. The question of the correlation of natural science and humanities knowledge in the system of school and university education is, in fact, the question of the correlation of mental (conceptual) and moral development in the pedagogical process. In this case, the humanization of education can be considered as a process of using a new type of scientific-humanitarian cognitive methodology, in the interests of strengthening the semantic sphere of the student's consciousness. The humanization of education is designed to combine learning as a process of mastering knowledge and education as a process of achieving personal changes in a person. In the education system, there are currently three private pedagogical systems of training: scientific-technocratic, humanistic and esoteric, including the content of education and the meaning of training (M. K. Tutushkina et al.). The analysis showed that one of the promising paradigms is pedagogy that develops creativity. A teacher working within the framework of the creative-pedagogical paradigm considers the assessment of a student not as a means of dictating to him, but as an effective means of regulating the learning process. . [3]

Analysis and Results

With the help of the assessment, the teacher identifies difficulties in mastering the educational material and determines ways to eliminate them. A creatively working teacher develops creativity - in pupils, captivating them with his example. Continuity is formed in the creative approach to the assessment of students '





knowledge. If in the process of evaluating knowledge, the teacher first of all highlights the ability to independent, original judgments, to creativity in students, then this approach itself changes the value orientations of students in the direction of its significance. The development of creative potential within the framework of professional creativity is considered as one of the psychological characteristics of late adolescence. First of all, we have identified the main neoplasms, which are the criteria for dividing the process of personal development into age periods and the principal lines of their development. The most significant are the social situation of development, the type of activity and the central personality neoplasms (L. S. Vygotsky, L. I. Bozhovich, A. Kossakovsky, A. N. Leontiev, D. B. Elkonin, etc.) [4] Having analyzed the views on creativity of domestic and foreign psychologists, we adhere to the position that creativity is the ability of a person to constructive, non-standard thinking, as well as awareness and development of their positive experience, which was formulated by S. I. Makshanov and N. Khkhryashcheva. The quality of creativity is considered by us as a vital and active need of the individual for the transformation of reality. Creativity is the integration of various personality traits that should be developed. Creativity is an integral part of the creative potential, along with other qualities, such as intellectual abilities, high passion for work. Creativity is divided into intellectual and social, in which it is possible to distinguish pedagogical creativity. Intellectual creativity is an integral part of human transformative creative activity, associated with the solution of theoretical and practical problems. Intellectual creativity manifests itself in connection with the discovery, the creation of the new, where the new is understood in its subjective sense; in connection with the direct or indirect public significance of the result. Pedagogical creativity is a certain mental and social readiness of the individual, which makes it possible to change the situation so that the teacher and the student can effectively interact in joint activities, achieve mutual understanding, reduce misunderstandings, eliminate conflicts. Pedagogical creativity assumes that the teacher has a high level of competence in interpersonal perception, interpersonal communication, and interpersonal interaction. The value orientations of the individual are actualized in the process of search practice and communicative reflection in co-creative activity. Co-creation helps to overcome stereotypes, to reveal the creative potential of each individual in the team. The development of the individual in a person is directly proportional to the perfection of the creator in it. Creative individuality is considered as the highest characteristic of professional creativity. It includes intellectual and creative initiative, intellectual abilities, and breadth. and the depth of knowledge, sensitivity





to contradictions, a tendency to creative doubt, a thirst for knowledge. Pedagogical creativity is a certain mental and social readiness of the individual, which makes it possible to change the situation so that the teacher and the student can effectively interact in joint activities, achieve mutual understanding, reduce misunderstandings, eliminate conflicts. There is a need for further experimental study of it. The problem of value orientations should be solved from the perspective of a holistic, systematic approach to the study of human individuality, which expresses the most progressive trend of modern science.

Creative teaching methods provide students with the opportunity to create their own educational products. A.V. Khutorskoy writes that traditionally understood heuristic methods of intuitive type refer to creative methods of heuristic teaching: "brainstorming", the method of empathy, pedagogical methods of a student who is in the role of a teacher, etc. They rely on the students' illogical actions, which are intuitive in nature. Another type of creative learning methods is based on the implementation of algorithmic prescriptions and instructions: methods of synectics, morphological box. Their goal is to provide a logical foundation for students to create educational products. The next type of creative methods is heuristics, i.e. techniques that allow students to solve problems by "pointing" at their possible solutions and by reducing the options for iterating through such solutions. Each of the creative methods can be assigned to one of two groups: specific or instrumental methods and non-specific or personal methods. The formative experiment uses lectures and seminars that develop the pedagogical creativity of students of psychological and pedagogical specialties and elements of the author's training "Activating the creative potential of the future teacher". In the process of solving research problems, we came to the need to change the strategy of training teachers for the development of pedagogical creativity. Teachers were directly involved in the testing of our educational program. One of the most important characteristics of a teacher's personality is creativity. The student chooses a leader and imitates him, introduces his new ideas. Then you create your own paradigm, your own techniques. At this stage, creativity develops extensively and (or) intensively. This stage can be called "imitation - creative":., students together with the teacher are looking for answers to questions that science and practice have already answered. The teacher correlates his creative process with the activities of the group, manages the overall creative process (the teacher is the "conductor"); takes into account the nuances. The pinnacle of creativity development is the creation of "your own school", the association of associates, etc. The teacher also uses the creative possibilities of live communication with students.





The highest level of creativity of the teacher is characterized by his complete independence. Innovation in pedagogy is associated with discoveries, their authors claim ideas that can transform the pedagogical reality. The teacher creates a general concept of the lesson, takes into account the characteristics of individual students, provides them with individual self-expression and creative cooperation (the teacher is a "director"). The student rises to the level of genuine creative search when neither he nor the teacher knows the answer to the question in advance. According to the results of the formative experiment, there was a positive dynamics in the formation of pedagogical creativity among students of psychological and pedagogical specialties. [5]

Creativity manifests itself as a set of skills related to the creativity of the individual, creative qualities. Creativity involves a high level of sensitivity, intuition, anticipation of results, imagination, research and reflection in relation to the problems that affect it. A person's creativity manifests itself in his thinking, communication, feelings, and certain types of activities. Creativity characterizes the individual as a whole or as its specific characteristics. This is also reflected as an important factor in iqtidor's creativity. It remains to say that creativity determines the sharpness of the mind. It turns out that creativity is a process that is directly related to the individual psychological characteristics of the individual. And its development is influenced by the process of intelligence-intuition-logical thinking. The development of creativity in teachers requires the organization of a decent educational process, depending on the level of knowledge, the level of mastery, the source of education, the didactic functions of teachers in mastering the content of education. This implies the need to comply with the following pedagogical conditions: to find a solution to the makings of creative activity in teachers, to formulate their cognitive needs and to provide conditions for the manifestation of independence in the educational process; creating favorable opportunities for creative thinking among the recipients of education, tolerant acceptance of various thoughts and ideas expressed by teachers, ensuring their activity in the educational process, gaining confidence in each recipient of education in his ability to think creatively, regularly stimulating their creative activity; individualization of the educational process, taking into account the characteristics, needs and intellectual potential of the educational institution;; formation of skills of individual, group and team work in the field of education, expansion of their creative potential, motivation to make ready-made, non-standard solutions when solving problems; selection and implementation of interactive forms and teaching methods that will practically rethink and improve cognitive knowledge, which is the basis for the





development of creative activity, etc. Researcher G. Ibragimova described the stages of creativity development in the educational process of interactive learning as follows:

1. Stage of reproductive risk. This stage is characterized by decision-making in the educational sphere of creative activity, creative activity and a propensity for creativity, awareness of the essence of innovative technologies in education and the birth and formation of new ideas.
 2. The creative and research stage of the research. This is determined by the formation of research creativity, creative activity, non-standard thinking, independence in knowledge, improvisation, and skills for creating innovations in the recipients of education.
 3. Creativity, innovation stage. The created innovation includes processes related to the application, evaluation, analysis, popularization and widespread use of IT, as well as the formulation of strategic plans focused on the future. In the process of developing creative abilities of teachers, the process of interactive learning is considered significant. Interactive education is a system of teaching methods based on the relationship "subject-subject", established on the basis of the interaction of the subjects of the educational process, arising from the need to activate the cognitive activity of the student. The mutual movement of the Bund is based on such principles as the activity of teachers, the basis of group experience, and the establishment of feedback. Interactive teaching methods include: mental attack, problem-setting; Keys-stadiums; entrepreneurial games; pop-formulas; debates; blis-survey; Socratic dialogue; educational projects; situation-specific analysis (avt), SWOT analysis, and others. The results are based on the study of available methodological resources and work experience that develop the ability to be creative in teachers, so we can offer the following interactive forms of work that serve: performing creative tasks; working in small groups; energetic exercises; trainings; video training; presentations; quizzes; briefings; press conferences; master class; creative design sessions; interactive extracts; interactive lectures; webinar; round tables; focus groups and others. Therefore, an important condition for the development of creative abilities of teachers with the help of interactive teaching methods and technologies is the creation of a free creative environment in the educational process, the establishment of the educational process based on the joint relationship of professors, teachers and educators and their mutual cooperation.
- There are the following criteria for determining the degree of development of creative abilities in educational institutions: making a decision on motivation in





relation to creative activity; development of creative thinking skills; formation of creative qualities; organization of the process of practical creative activity; formation of specialized creativity, etc.

Conclusion

Abstract The development of creative abilities in education is one of the urgent tasks of our time. Based on the above theoretical foundations, we can conclude that interactive educational methods and technologies play a special role in the formation of creative abilities in educational recipients, and the process of interactive learning aimed at developing creative abilities in educational recipients has its own characteristics. It will be necessary to systematically study the pedagogical needs, interests, directions that are of particular importance for teachers, to establish effective ways to eliminate the psychological barriers that arise when organizing their creative activities in the body. The organization of the educational process on the basis of ideas, concepts and best pedagogical experience, which serve to meet the creative interests and needs of teachers, contributes to the formation of a relatively meaningful and active approach to the development of creativity. Special attention should be paid to the development of the competencies of pedagogical creativity, that is, to specialize in them on the basis of the development of the creative abilities of the recipients of education, in accordance with the objectives of the Bund of the wide use of modern information and communication technologies, innovative strategies, interactive methods and learning technologies. It is necessary to assess changes in the development of creative abilities and assets of educational recipients, to develop creative-oriented educational programs that serve to ensure the effectiveness of the reproductive, creative-research and innovative stages of the development of creative abilities in higher educational institutions. The continuous development of the creative competence of the teaching staff of educational institutions, the improvement of oriented educational programs and technologies, as well as the development of the creative abilities of the recipients of education, the creation of modern information and methodological support serves to increase the efficiency of the process.

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