



DEVELOPMENT OF CREATIVE QUALITIES IN SCHOOL TEACHERS- IMPROVEMENT OF THE PEDAGOGICAL SYSTEM

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ABSTRACT

The development of creative qualities in teachers has not been studied pedagogically for a long time, but the attention paid to it by researchers is increasing every year. Today, the problems of improving vocational pedagogical education stand next to important government tasks. The development of the creative qualities of teachers has not been studied in pedagogy for a long time. Attention is growing. Possession of creative qualities of primary school teachers directs their personal abilities, natural and social energy to the high-quality and effective organization of professional activities. Today, the problems of developing the creative qualities of teachers stand alongside important government problems.

KEYWORDS

Important government tasks, pedagogy, personal abilities, natural and social energy.

INTRODUCTION

Today, the level of development of individual creative qualities is recognized as one of the main factors of development in the world community, and in the concept of International Education established by international organizations and a number of countries of the world until 2030, it is noted as an urgent task “to have a solid foundation of knowledge and develop creative thinking, to strengthen In Europe, special

attention is paid to the work of scientific research on the formation of creative qualities of future teachers, the implementation of technologies for the effective use of didactic, creative, professional knowledge of teachers in the educational process.

The issue of raising creative qualities in the world has developed in the educational system of a number of developed countries England, USA, Brazil, Thailand,



Malaysia, Indonesia, Colombia, aimed at improving the effectiveness of the educational process. This determines the need to create a modernized didactic supply of development using a wider range of innovative methodological approaches in the development of the creative qualities of school teachers. In particular, special attention is paid to the formation of creative thinking skills in teachers, the formation of competencies of communication and self-development by clarifying the pedagogical-psychological, didactic features of pedagogical processes aimed at the development of creative qualities in school teachers, improving pedagogical technologies for the formation of a culture of creativity.

The main goal of the reforms carried out in the educational system of our republic is to ensure that pedagogical personnel operate in a timely manner, have deep knowledge, skills, skills and culture related to the upbringing of a comprehensively developed perfect personality. After all, in secondary schools, a social order for the development of the creativity of teaching personnel is being created, in this regard it is required to conduct scientific pedagogical research. The main goal in the field of education is to decide the Democratic, humanitarian principles of education and education, radically change the content of the educational process on the basis of historical traditions and customs of our people, as well as universal values, to reveal a wide opportunity for the initiative of pedagogical communities for this purpose. The successful solution of the huge tasks carried out in this regard is largely due to the upbringing of active teachers with professional skills, who are able to boldly introduce innovative technologies in their activities, have high professional independence and a personal point of view. In this regard, it is important to reveal the role and role of the development of creativity

qualities in primary school teachers in the system of universal competencies, to clarify the structure of the development of creative qualities in school teachers, its psychological and pedagogical characteristics and structural components, to introduce creative thinking and technological approaches to this process.

Within the framework of pedagogical and psychological sciences, the problem of the formation and development of personality creativity has been comprehensively studied and in modern conditions it is assumed that the educator has the qualities of creativity. Creativity (lot., Eng."create" - creation, creative creator, creator) - the creative ability of an individual, which characterizes the readiness to produce new ideas and is part of giftedness as an independent factor.

The creativity of an individual is manifested in his thinking, communication, feelings, in certain types of activity. Creativity characterizes a person as a whole or certain characteristics of him, mental sharpness. Creativity is also reflected as an important factor in giftedness. American psychologist P.In Torrens ' view, creativism represents an interaction between cognitive and practical actions in advancing problem or scientific hypotheses; examining and modifying hypothesis; identifying a problem based on the formulation of decision results; and finding a solution to a problem.

According to Ken Robinson, " creativity is a set of original ideas with eigenvalue" (Azzam, 2009.) counted. Gardner, on the other hand, comments on the concept in his research: "creativity is a practical action carried out by an individual that must reflect a certain novelty in itself and have a certain practical value".

The ability of primary school teachers to possess the qualities of creativity directs its personal abilities,



natural and social capacity to a qualitative, effective organization of professional activities. Also, creative qualities help to create new ideas that are different from the traditional approach to the organization of educational processes, not to think in one mold, not to tolerate originality, initiative, uncertainty. Consequently, a teacher with creative qualities focuses on a creative approach to organizing professional and pedagogical activity, activity in creating ideas that serve to develop new, advanced, educational activities of students, personal qualities, independent study of pedagogical achievements and experiences, as well as having experience in constant, consistent exchange of ideas on pedagogical achievements with colleagues.

Separately, it is worth noting that each individual has the ability to creativeness by nature. Well, how can a teacher manifest the presence of creativeness qualities in himself. In this regard, Patti Drapeau advises: "If you think that you are not a creative person, I advise you to start organizing activities aimed at developing creative thinking right now. In fact, the point is not that you are creative and creative or not, but that you organize classes in the spirit of creativity and strive to try new ideas in practice".

According to the view of Patti Drapeau, creative thinking is considered, above all, comprehensive thinking on a particular issue. Comprehensive thinking requires the individual to rely on many ideas in the performance of educational tasks, issues and tasks. In contrast to this, one-sided thinking represents the foundation of a single right idea. In observation, one cannot deny one and the other way of thinking about the issue. Consequently, one-and all-round thinking is equally important in the formation of creative qualities. That is, completing the task, when solving the issue, the person seeks several options for the solution (multilateral thinking), and then stops at one correct solution, guaranteeing the optimal result.

Technologies for the formation of joint cognitive activity, multi-option assignments, the creation of a personal portfolio, creative, imitative, improvisational situations are also effective methods of developing creative qualities. During the research work, the above methods of work were used.

Today's teacher should be the main factor in the organization of training, abandoning the previously planned types of training in one mold, forming and developing independent, critical, logical, creative thinking in students, forcing them to think creatively, that is, to come up with new ideas, changing the attitude towards education, stimulating them to achieve achievements. Creativity is a factor that is lacking in training.

According to the current case analysis, the development of creative qualities in primary school teachers requires action in the following four areas: 1) to create the necessary conditions for the teacher to demonstrate creative thinking skills and operate freely; 2) to use strategies that encourage students to master educational subjects with interest in the educational process; 3) to ensure the mastery of a creative and innovative approach; 4) to achieve the expected result by full-fledged implementation of the established educational and educational tasks.

Tasks for the development of creative qualities in primary school teachers:

analysis of the scientific and theoretical foundations of the development of creative qualities in primary school teachers;

clarification of the structure of the development of creative qualities in primary school teachers and its structural components;



development of a pedagogical model for the development of creative qualities in primary school teachers;

improvement of the system for the development of creative qualities in primary school teachers through technologies for the formation of cognitive activity;

Organization of pilot work on the development of creative qualities in teachers and determination of the effectiveness of activities.

Scientific definition of the content of such concepts as “creative thinking”, “creative qualities”, “creative erudition”, “creative competence” in connection with the development of creative qualities in primary school teachers; theoretical analysis of Social, Psychological and pedagogical characteristics of the development of creative qualities in teachers and methodological approaches; setting the levels of development of creative qualities in elementary school teachers by performing tasks with the formation of cognitive activity technologies, multi-option assignments, the creation of a personal portfolio, creative, imitative, improvisational situational tasks.

The structure of pedagogical activity aimed at the development of creative qualities in school teachers is improved on the basis of ensuring the internal integration of such qualimetric indicators as primary (motivational-motivational), lower (cognitive), secondary (creative competence) and upper (creative thinking) with subjective (interest, perception, communication, imagination, self-development) and objective (social order, professional activity, reading) factors;

the methodological system for the development of creative qualities in school teachers is enriched by technologies for the formation of cognitive activity, multi-option assignments, the creation of a personal

portfolio, increasing the productivity of creative, imitative, improvisational situations;

the methodological component of the pedagogical process model, aimed at the development of creative qualities in schoolchildren, is improved on the basis of an individual approach, ensuring independent knowledge, expanding the scope of creative opportunities, prioritizing such principles as achieving the personal character occupation of social experience.

Improving the effectiveness of the process of formation of creative thinking skills of teachers of general secondary educational institutions in students is achieved;

enrichment of the methodological system for the development of creative qualities in school teachers by increasing the productivity of creative, imitative, improvisational situations, creation of multi-option tasks, personal portfolio, enrichment of the methodological component of the pedagogical process model aimed at the development of creative qualities in school teachers, individual approach, ensuring independent knowledge, expanding the scope of creative opportunities, improvement on the basis of prioritizing such principles as the achievement of a personal character occupation of social experience.

In conclusion, we came to the following conclusions based on the results of the research work on improving the pedagogical system of the development of creative qualities in school teachers:

- Creativity is considered a pedagogical category that encourages teachers to innovate, and within the creative qualities of a teacher, the ability to think creatively has a priority character. The development of creative qualities allows the teacher to strive for

