

USING CREATIVE EDUCATION IN THE PRIMARY EDUCATION SYSTEM.

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Abstract:In this article, creative education, Creative pedagogy, Creativity, Training of a creative person, Talent, creativity, Creative approach is covered.

Key words:creative education, Creative pedagogy, Creativity, Training of a creative person, Talent, creativity, Creative approach.

1. The essence of the concepts of "Creativity" and "Creative pedagogy". Not so long ago, the concept of "creative pedagogy" began to be used in modern pedagogy. However, the need to find innovative and creative approaches to the teaching process ensured the formation of "Creative pedagogy" as an independent subject among pedagogical disciplines. The basis of this subject is the history of pedagogy, general and professional pedagogy, and methodological ideas of such disciplines as psychology, teaching methodology of special subjects, educational technology, and professional ethics. The general principles of the science of "creative pedagogy" serve to create the necessary conditions for the professional development of specialists, including future specialists.

Professional growth and development of a person as a specialist is manifested as a process. Professional maturity is an important period of human ontogeny, starting from professional growth, development ideas (14-17 years old) and ending professional activity (55-60 years old). The formation and development of a creative person depends on the mutual compatibility of changes in his inner and outer world, socio-economic conditions, and human ontogeny - from birth to the end of his life, the content of activity that requires continuity and succession.

It is known that professional experience is reflected as an integration of knowledge, skills and abilities. However, mastering the skills of professional activity is not only the integration of practical skills and competencies, the development of methods and tools for the effective organization of activities as a specialist, but also awareness of the methodology of professional creativity, the development of creative thinking and creative it requires adequate mastery of personal qualities of character.

The formation of a creative person can be defined as the development of a person in terms of the creation of creative activities and creative products. The pace and scope of this

process depends on biological and social factors, the activity and creative qualities of a person, as well as existing conditions, vital and professional events. In modern conditions, it is necessary for a pedagogy to have the qualities of creativity.

In recent years, in the educational system of leading foreign countries, special and serious attention has been paid to the issue of formation of creative qualities in pupils and students. Bronson, Merryman (2010), Ken Robinson (2007), Fisher, Frey (2008), Begetto, Kaufman (2013), Ali (2011), Treffinger (2008), and b. many studies conducted by, can be seen from their results.

A 2007 book by the one and only Ken Robinson, *Is School Stifling Creativity?* The video has been viewed 5 million times on YouTube. In addition, teachers are seriously engaged in learning the basics of creativity (Begetto, Kaufman, 2013). Literature is being published on the formation and development of teachers' creative approach to pedagogical activities, non-traditional lessons based on videos prepared by the Department of Education are being organized (Ali, 2011; Department of Education, 2013).

Despite significant practical work, most teachers still do not master the experience of how to effectively form creative qualities in themselves and students.

Educational system management bodies focus on achieving high efficiency in educational institutions every year. For this purpose, the curriculum is developed, new textbooks are created. This helps both students and teachers to grow professionally. Conducted practical actions create the need for achievement and progress in students in a certain way, help to develop their learning abilities to some extent.

However, at the end of the academic year, there are no high-level positive results in students' learning of subjects in higher education institutions. Many students have lost interest in learning. As a result, teachers are not thinking about organizing professional activities with the same enthusiasm as before. Although the governing bodies of the education system have decided to take new measures to change the activities of teachers who do not want to teach students who do not want to learn, the situation is still remains unchanged.

What is the reason for this? Maybe the pre-planned lessons are not interesting for the students, maybe the fact that the educational content is set in a certain pattern does not give any stimulus or incentive for the students. Avoid pre-planning of educational activities, form and develop critical, creative thinking in students, force them to think creatively, come up with new ideas, change the attitude to education, encourage them to achieve achievements will be the main factor in promotion. The missing factor in training is creativity.

To fully understand the general nature of the process of developing creative qualities in a person, it is necessary to first understand the meaning of the concept of "creativity". According to Ken Robinson, "creativity is a set of original ideas with value" (Azzam, 2009). And Gardner explains the concept in his research: "Creativity is a practical action carried out by a person, which should reflect a certain novelty and have a certain practical value." Expressed in terms of Emery's (1989) approach, creativity means "the possession of highly unusual skills along with thorough knowledge of a specific domain."

Many studies have different views on the relationship between intelligence and creativity. One group of researchers claims that there is no connection between them, while the representatives of the second group claim that the level of creativity and intelligence are related to each other (Kim, 2005).

The concept of "creativity" reflects cultural diversity. For Westerners, creativity is generally considered a novelty. They emphasize that creativity is based on unconventionality, curiosity, imagination, sense of humor and freedom (Murdoch, Ganim, 1993; Sternberg, 1985). Easterners, on the other hand, understand creativity as a process of rebirth of goodness (Hui, Sternberg, 2002; Rudovich, Hui, 1997; Rudovich, Yue, 2000). Although Westerners and Easterners have different views on creativity, representatives of both cultures highly value this quality and its possession (Kaufman, Lan, 2012).

Many teachers believe that they do not have the ability to be creative. This can be justified by two different reasons: firstly, most of the teachers also cannot adequately explain what the concept of "creativity" really means; secondly, they are unaware of what qualities are directly reflected in the basis of creativity.

At this point, it is worth noting that every person has the ability to be creative by nature. So, how can teachers demonstrate their creativity? Here's what Patti Drapeau advises: "If you don't think you're creative, I suggest you start organizing creative thinking classes now. In fact, it's not about whether you are creative or not, but about organizing classes in the spirit of creativity and striving to try new ideas in practice.

According to Patti Drapeau, creative thinking is, above all, comprehensive thinking about a particular issue. Critical thinking requires students to draw on multiple ideas when completing assignments, problems, and tasks. In contrast, one-sidedness refers to the reliance on only one true idea. In observation, one cannot deny one of the one-sided and many-sided thinking on the matter. Therefore, one and all-round thinking is equally important in the formation of creativity. That is, when completing a task, solving a problem, the student looks for several options for a solution (multiple thinking), and then stops at the one correct solution that guarantees the most optimal result (one-sided thinking).

Based on the above-mentioned ideas, the concept of "creativity" can be interpreted as follows:

A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines mental sharpness, "ensures active involvement of students in the educational process."

In foreign countries, teachers, like specialists in all fields, determine whether they have creative qualities and their level. To do this, they pass a test based on EPTorrens in 1987, which determines whether a person has creative thinking. This test makes it possible to evaluate the creativity of a person and its level according to criteria such as activity in organizing creative activities, quick thinking, originality and improvement. The answers to the questions suggested by the reader should reflect these four criteria.

According to EP Torrens, the concept of "creativity" covers the following:

Creative thinking can be clearly reflected in every social sphere. The teacher's creativity is reflected in his creative approach to the organization of professional activities organized by him. In recent years, this situation is expressed by the concept of "pedagogical creativity".

"Creative pedagogy" must be able to guarantee the following two conditions:

- 1) attracting the attention of students who have low mastery of academic subjects and consider them boring to learn the basics of science by teachers;
- 2) to provide teachers with the opportunity to use them effectively in the audience by recommending strategies and tools that serve to stimulate creative thinking and creative activity results in students.

Due to the teacher's lack of creativity, students have interesting and wonderful ideas, but they are slow to express them. For this reason, the methods used in the educational process are determined by the fact that they do not serve to form students' free and independent thinking skills. The tools and strategies recommended by the author are useful for teachers in developing students' creativity and develop students' interest and desire to learn academic subjects.

The creativity of the pedagogue is manifested in various forms in professional activity. They are:

The effective organization of professional activity in these forms by the teacher depends on the level of his creativity.

2. The purpose, tasks, object and subject of creative pedagogy. Imagine a teacher who manages the educational process with high skill, organizes it in a unique and interesting way with enthusiasm and enthusiasm. Although he does not consider himself a creative person or an artist, he is satisfied with the fact that he organizes an educational process that demonstrates creativity, uses the methods and methods that allow it, moreover, the students are grateful. is achieving The more the teacher uses creative methods and methods in the educational process, the more confidence he has in himself and in his creative abilities. "Creative pedagogy" as a science plays an important role in mastering the qualities and skills of creativity by pedagogues. "Creative pedagogy" educational subject, like any subject, has a clear goal. "Creative pedagogy fulfills certain tasks. They consist of:

It is known that each science has its own research object and subject. "Creative pedagogy" also has its object and subject. They are:

In the process of forming creative thinking in students of higher education institutions, the following conditions guarantee the achievement of efficiency in the process in question:

- paying special attention to the formation of creative thinking in students of higher education institutions;
- development of the theoretical basis of formation of creative thinking among students of higher educational institutions;
- determining measures for effective use of existing opportunities that serve to form creative thinking among students of higher educational institutions;
- substantiating the system of forms, methods and tools that help to form students' creative thinking;
- ensuring interdisciplinarity in this process;

- creating conditions that allow students to put theoretical and pedagogical knowledge into practice.

3. Structural structure of creative pedagogy and main categories. Like any science, the science of "Creative pedagogy" has its own structural structure. This subject has the following structure:

4. The general essence of creative pedagogy is revealed on the basis of a number of concepts representing its conceptual states. They consist of the following: Creativity - the activity of a person and its result, which determine the importance and usefulness of a particular innovation

A creative person- a person who can successfully implement the creative process and has clear creative results (products).

Creative person - a person who shows creativity as a process or result, is inclined to approach solving problems in non-standard ways, is capable and ready to organize unique actions, promote innovations, create creative products

A creative person- a person who realizes objective creativity both as a process and as a result and can create creative products at the level of requirements

Training a creative person- the content of formation and development of stable creative qualities in the individual in the process of teaching creativity and self-creative expression. formation and development of a person with creative ideas, their implementation skills and qualifications based on the decision-making and enrichment of creative activity experiences

Professional-creative activity - the activity describing the success of the creative solution of professional problems, innovative behavior of the specialist. Creative tasks - a system of problems aimed at solving problematic situations on the basis of systematic analysis. Professional-creative opportunity - 1) professional competence, qualification;

2) mastering the basics of the methodology of professional creativity;

3) level of formation of creative thinking;

4) development of professional and creative ability and personal qualities

Methodology of professional creativity - teaching about the structure, logical organization, methods and tools of creativity as a process and result in the form of objects and attitude to certain types of professional activity.

Creative thinking- a type of thinking that represents the organization of the creative process and the prediction of creative results (products).

Creative ability is an individual characteristic of a person that determines the ability to organize creative activity and ensure the achievement of its results

Creative ability- an individual characteristic that is manifested in the successful implementation of creative activity and the evaluation of its results

Self-creative activation - full manifestation and development of one's potential in creative activities

The professional and creative potential of pedagogues is seen in the positive resolution of professional issues and the appropriate evaluation of their solutions.

4. Relationship of "Creative pedagogy" with other disciplines. It is appropriate to take into account different age periods, specific aspects of each period, as well as the

physiological and psychological state of the child, in order to ensure the maturity of the person, to achieve his intellectual, spiritual, moral and physical development. The whole pedagogical process is studied by pedagogical sciences that make up a certain category. At the same time, the science of "Creative pedagogy" studies the formation and development of a creative person in interaction with a number of social sciences.

Creative education- this is education aimed at the development and improvement of the learner's creative ability, which serves to grow the learner's creativity and creative abilities. Creato is a Latin word that means creativity. Creative pedagogy teaches these things, i.e. research of creativity and creative methods.

Talent- is a natural quality characteristic of individual people, and its activity is manifested in social society. Talent is directly related to human society. Talent is a unique human quality. Any talent is formed and perfected in a society with a developed spirituality and culture.

Interactive training is a training in which the teacher and students actively participate. The process is mutual.

Interactive method- this is a way to implement the teaching process with equal communication and influence between the teacher and the students. The word "interfaol" is the description of the word "interactive" in Uzbek. The word "Interactive" is derived from the English word Interact, which means Inter - "mutually", act - "movement, influence, activity".

Creativity- human activity of creating new material and spiritual blessings. Human thinking, memory, imagination, attention, will take an active part in it, all knowledge, experience and talent are shown.

Creativity is first born in human imagination, then research is conducted on issues related to creativity.

creativity -enriches and develops science and technology, culture.

Freedom of creativity - everyone has the right to freely create in the fields of science, technology, literature, art and culture. As a result of using this right, science and technology will develop. Both the state and the creator will benefit from this (Article 42 of the Constitution).

Creative Approach (IYO)- this is a modern direction in pedagogy, it is an activity aimed at developing the problem-solving abilities of learners, and it is a process of encouraging them to independently find new directions of the considered activity.

Creative activity is a complex of a person's striving for a specific goal, a special emotional state - inspiration, as well as mental forgiveness, a desire to solve a problem with all his soul, using all mental and spiritual forces.

Creative skills- this is the ability to understand the necessity and possibility of creating innovation, to be able to express the problem, to be able to use the knowledge needed to advance the hypothesis of an idea, to theoretically and practically confirm the hypothesis, to search for and find a solution to the problem, as a result, to create new original products (scientific discovery, invention, work of art, description, etc.) are abilities (Alimov NN).

creativity -a special type of activity and independent activity related to the creation of innovation, which embodies all the positive qualities of human intelligence. Creativity is manifested in science, technology, culture, art and production.

Social literacy -first of all, reputation, that is, the social maturity of a scientific and pedagogical worker, having certain moral principles, being able to form independent opinions based on personal experience and observations, and being able to influence other people, is a set of skills such as being able to improve interpersonal and interpersonal and group environments.

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