

**DEVELOPMENT OF CREATIVE ABILITIES OF STUDENTS IN THE  
ENVIRONMENT OF EDUCATIONAL CLUSTER AS AN URGENT PEDAGOGICAL  
PROBLEM**

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**Annotatsiya.** Maqola bo'lajak o'qituvchining ijodiy qobiliyatlarini rivojlantirishda uning qiziqishlari yo'lidagi xatti-harakatlarini qo'llab-quvvatlash, ular oldiga aniq maqsad va vazifalarni qo'yish hamda kasbiga nisbatan qiziqishi, manfaatdorligini ifodalovchi ichki motivatsiyasi, iroda sohasining rivojlanganligi haqida aytib o'tilgan. Shuningdek, muallif pedagoglarning kreativ faoliyatini rivojlantirish masalalari haqida so'z yuritgan.

**Kalit so'zlar.** Pedagogika, ta'lim jarayoni, ko'nikma va malakalar, ta'lim tizimi, pedagogik texnologiyalar, innovatsion jarayon, o'qituvchi, talaba, faoliyat, kreativlik.

**Аннотация.** В статье идет речь о поддержке действий будущего учителя в направлении его интересов в развитии его творческих способностей, постановке перед ним четких целей и задач, а также о его внутренней мотивации, выражающей его заинтересованность и интерес к своей профессии, а также о развитие поля воли. Также автор рассказал о вопросах развития творческой деятельности педагогов.

**Ключевые слова.** Педагогика, образовательный процесс, навыки и умения, образовательная система, педагогические технологии, инновационный процесс, учитель, студент, деятельность, креативность.

**Abstract:** The article is about supporting the future teacher's actions in the direction of his interests in the development of his creative abilities, setting clear goals and tasks for them, and about his internal motivation, which expresses his interest and interest in his profession, and about the development of the field of will. raised The author also spoke about the issues of developing the creative activity of pedagogues.

**Key words.** Pedagogy, higher education institution, education process, skills, education system, pedagogical technology, innovative technology, future teachers.

The integration of the education system of our country into the world education system, and the globalization of the educational process requires the interpretation of the problem of development, development of the individual, development of creative abilities, and self-education from a modern point of view.

The task of higher education in our republic is not only to provide knowledge to future specialists but also to develop them professionally and personally in the future, to form readiness to manifest and activate creative possibilities. So, the modern tasks that are set before the education of the present time envisage not only the socialization of the individual but also continuous development in the professional, emotional, and spiritual-ethical spheres. Depending on the conditions and requirements that arise in a changing society, future professionals should have the skills and qualifications to change their career paths. This requires them to work tirelessly, develop, and be creative.

The concept of the development of the higher education system in our country and the strategy of its reform is undoubtedly inextricably linked with the idea of the humanistic paradigm aimed at pedagogical influence on the individual's self-development, including professional development. The goal of developing an independent thinking, creative, and highly spiritual person is included in the priority of the state policy to focus on the development of the young generation as physically and mentally mature persons. In the 5 important initiatives put forward by the President of the Republic of Uzbekistan Sh.M. Mirziyoev, the tasks set for establishing work in the social, spiritual, and educational spheres based on a new system are important measures related to the education of young people.

The requirements mentioned in these documents depend on the essence of the innovative changes achieved in the continuing education system and mainly apply to the primary education process. Because at this stage, students are armed with the basics of literacy, computational thinking, work skills, and elements of personal spirituality. Therefore, the modern education system, its goals, and tasks should be compatible with the solution of the problem set before the educational process that serves the development of our country. These require that subjects in the modern education system, in particular, the creative activity of future teachers, should be regularly improved by the level of development of the society.

When it comes to the organization of collective creative activities of students, it is appropriate to determine what creativity is, and then choose the criteria for organizing creative activities. The concept of "creativity" is considered the analytical basis of many sciences. In determining its meaning, the fact that this ability is brilliant is important. The concept includes

such meanings as "creative attitude", "creative activity", "creative work", "creative person", and "creative identity".

At the end of the XIX century, views on the concept of creativity were put forward by many philosophers, and each of them had its individuality and variety of thinking. Therefore, creativity is "human activity that creates new material and spiritual values of social importance."

"Creativity is one of the manifestations of human activity aimed at eliminating contradictions, for which objective (social, moral) and subjective personal conditions (knowledge, skills, creative ability), etc. is necessary, its result is innovation and progress.

"Creativity is an activity, the emergence of new material and spiritual values is its result."

Creativity is a unique and inimitable ability. There are various interpretations of this concept in the sources, and there are different opinions about the essence and structure of the creative process and the formation of creative abilities. If we pay attention to the scope of the concept of "creativity", its versatility becomes clear. This category is interpreted as "activity", "activity", "process", "type of activity", or "view of activity". In the observations, it became clear that various aspects of it, such as "before creativity", "creative possibility", "creative ability", "creative possibility", "creative thinking", and "creative activity" do not correspond to the general plan of classical philosophy. Self-awareness of humanity as a subject of creativity has determined new directions of consideration of concepts related to the problem of creativity.

Philosophers have specially studied the epistemological and general methodological features of human creative activity. Accordingly, it is appropriate to consider the views on solving the problem of "creative man" in the philosophy of the 20th century. The philosophical theory of creative activity and its social aspects were specially researched in the research of scientists such as V.S. Biblera, A.S. Maidanova, and A.T. Shumilina.

Scientists such as P. A. Berdyaev, M. M. Bakhtin, and S. L. Rubinshtein, in their teachings, emphasize the issue of man's ability to create the world and himself. Several philosophers see the source of creative activity in two different human natures. For example, N.A. Berdyaev justifies it with its material and spiritual aspects, while S.L. Rubinstein considers it to be in its infinite essence.

The issue of human creativity has become an important problem in the philosophical concepts of the XX century. However, it is different from what is seen in classical philosophy, i.e. not by comparing all the concepts, but it is considered as a question of the existence of a person in the world, personal experience, development, and life.

Popular concepts of creativity that reflect the objective existence and mental mechanisms of the creative process include:

- the theory of intellectual operations of the creative process of the German psychologist O. Zels. It implies the existence of several basic intellectual movements in various harmonious combinations. It is O. Zels who introduces the concept of antitype-anticipation into the theory of solving creative tasks.

- Gestalt-psychological theory of the creative process. Proponents of this theory V. Köhler, K. Koffka, M. Wertheimer, K. Dunker, and others confirm the idea that thinking is formed on a creative basis. Thinking does not go back to the thought process and its elements, but creates a new "gestalt", a creative whole. This new quality emerges unexpectedly in a problematic situation.

M. Wertheimer points out the disproportional elements that have the possibility of transitioning to a new structure as the central part of solving creative tasks and emphasizes the need to revise their structure. In the fundamental "Productive thinking" research, the scientist is concerned with solving creative tasks: the ability to set a task; establish a basic relationship; and distinguish three types, such as finding ways to implement them.

K. Dunker sheds light on the process of creating a solution to creative tasks from a problematic situation and dwells on the methods of solving them.

- associative theory of creativity. Dj. Mill, A. Ben, G. Spencer, T. Ribault, I. Ten, W. Wundt, G. Ebbinghaus, T. Scientists such as Siegen, G. Muller, V. James, and E. Thorndike are representatives of this theory. They note that new ideas reflect ideas related to old ones. Creative abilities are interrelated, that is, they arise from a chain of associative relationships. In this regard, A. Ben put forward the theory of constructive intelligence and caused the emergence of inventions regarding associations based on similarity. In his opinion, the inventions of D. Watt and G. Devi, and the discoveries of I. Newton and K. Linnaeus arose as a result of associations of similarity. The associative theory of creativity is called the theory of reproductive thinking based on the thesis about reproductive (restoration, representation) ideas.

- the introspective direction of creative research appeared in the Wursburg school. Its representatives are O. Kuelpe, A. Mayer, I. Ort, K. Marbe, H. Watt, N. Ax, A. Messer, K. Bühler, K. Taylor. They tried to find and classify the growth of thinking, its causal connections, specific elements of creative thinking and qualitatively researched creative association.

- behaviorist and non-behaviorist theory of creativity. Dj.E.Woyoun, W.S.Hunter, K.L.Hall, B.Skinner, K.W.Spence, Ye.Gordon, W.N. Kellogg, O.W.Maurer, H.Kendler,

I.Malsman, and others are representatives of this theory. They define thinking as a form of human adaptation to the new conditions of the "trial and error" method.

- concept of bisociation. The founder of the concept is the English writer and researcher Arthur Koestler, who created the book "The Movement of Creativity" (published in New York in 1961). The author considers creativity as a phenomenon (with extraordinary ability). It does not limit itself to a particular movement but explores the organic and animal world in its morphogenesis, that is, from a broad genetic point of view. Although the concept of A. Kastler is quite contradictory, its positive aspects are recognized in the book "Psychology of Creativity" by V. A. Romans.

The problem of creativity has been studied by many local psychologists. In particular, S. L. Rubinstein views creativity as an activity, as a result of which it emphasizes the creation of a unique and socially significant product [...].

The research on the problem of creativity began with the study of the specific features of artistic creativity. The psychology of creativity was formed under the influence of A.A. Pogebny's philosophical and linguistic works. The works of D.N. Ovsyanniko-Kulikovsky, A.G. Gornfeld, and B. ALezin also refer to this direction. Creativity is explained using the "law of energy conservation in thinking" proposed by E. Max and R. Avenarius. At the stages of the creative process, issues of the laws of creativity were raised.

The problem of creativity G.V. Abrosimova, N.M. Brujukova, E.A. Vasileva, I.P. Ivanov, I.P. Koloshina, M.V. Korepanova, 3.S. Levchuk, V.V. Mukhortov, T.I. Pakhomova, N.M. Romanenko, N.G. Rudenko, E.D. Telegina, N.V. Khazratova, N.N. Shakirova, P.M. Yakovleva and investigated different aspects in the research of other researchers.

V.A. Kan-Kalik says that in modern literature, a pedagogue's creativity is considered mainly as a process of solving several changing tasks. This is often considered fair and reflects the essence of pedagogical activity. In the monograph "Pedagogical creativity" by V.A. Kan-Kalik, the concept of "pedagogical activity" is defined as continuous creative professional and personal training [179].

In the book "Teacher's Pedagogical Creativity" by V. I. Zagvyazinsky, creative activity is defined as "creating a new pedagogic system, discovering unknown laws, new ideas, methods, tools; to create new things, to create by awakening the forces based on the inner essence of a person" is defined. From the scientist's point of view, the following different aspects of the pedagogue's creativity are highlighted:

1. Strictly defined and limited in terms of time. If an unexpected situation occurs in the lesson, the teacher must make a new decision in a short period.

2. Since pedagogical creativity is integrally connected with the educational process, it should always bring positive results. Negatives can only be imaginary tests and guesses.

3. Pedagogical creativity is always a collaborative creative work.

4. A significant part of creativity is performed in front of people in a public way (the ability to control one's mental state).

V. I. Zagvyazinsky focused only on the situation of confrontation with the compatible characteristics and creativity of the individual in the fields of acting and pedagogy. describes the aspects. The scientist also emphasizes the need for a person to show his independence and inventiveness in choosing and evaluating options and anticipating and evaluating the results when starting creative activities. Also, he considers the basis of pedagogical creativity to be the goal, content, method, and selection of acceptable approaches to education.

In the research work of S.A. Gilmanov, the qualities of creativity characteristic of a pedagogue are defined as follows:

1) the formation of the "pedagogue's "I" (striving for excellence, trust, and integrity of ideas, volition in activity, and striving for the goal);

2) the development of pedagogical "Self-concept" (feeling of uniqueness as a teacher, belief in one's own power);

3) active attitude to pedagogical activity: breadth of interests, high level of creative validity, self-awareness;

4) pedagogical characteristics: interest in pedagogical activity, personal importance of important relationships with students, flexibility in solving the task, empathy, professional awareness, activity, etc.

The following can be included in the objective conditions of difficulties and problems arising in the creative activity of students:

a) lack of sufficient methodological support;

b) superficiality in performance evaluation;

c) involvement in secondary tasks.

The following are some of the difficulties that arise in connection with the peculiarities of the personality of the pedagogue:

- insufficient internal strength and capabilities in the implementation of pedagogical activities;

- violation of the mechanism of self-direction, which does not allow to change the activity in a coherent way to the reforms in the field;

- negative psychological conditions (distrust, nervousness, fear, dissatisfaction with one's work, etc.).

The elimination of difficulties arising in the work of a future teacher requires the following strategies:

- 1) professional development (constructive strategy);
- 2) psychological protection (protection strategy);
- 3) professional deformation (destructive strategy).

Challenges for skilled educators are closely related to overcoming barriers to innovation. Obstacles encountered in pedagogical activity are often manifested in the form of limiting the activities of the pedagogue. It is advisable to use more than one strategy to solve the difficulties that arise in connection with this typology. For example, the difficulties that arise in the work of young teachers, first of all, gradually improving their professional development, psychological support in solving problematic situations related to professional activity, self-confidence, sense of responsibility requires decision-making and strategies for successfully navigating changing situations.

In the course of the research, the viewpoints of what a creative pedagogue should be are summarized, pedagogical activity involves the creative solution of many practical problems, that is, the ability to anticipate the educational process, design and organize it, diagnose students it was concluded that it is a requirement to obtain and improve their development. For this, the teacher needs to have skills specific to his profession: to have independence, professional sensitivity, and empathy, be able to think critically, feel the problem, anticipate complex situations, strive to create an individual creative style, and develop the qualities of self-development. In a word, creativity is considered an activity that creates some kind of quality innovation.

The acquisition of creative activity skills in a person is reflected in the types of activities performed by them. Activity is "work, training, action in a field".

Researcher G. Amirova, who was researching the optimal ways to develop children's creative abilities, notes that activity is "a process of movement manifested in practical activity, which allows to quickly learn the shape, essence and location of objects, objects and things in space. is one of the motivating factors. It is an activity aimed not only at mastering the environment, but also at the manifestation of the individual's identity."

In our opinion, the system of preparing for the organization of collective creative activity is a continuous process, which includes the teacher's support, guidance, and measures that allow the student's aspirations, interests, and inclinations to manifest their talents and abilities.

Creative thinking is the main criterion for creative activity. According to G. Ergasheva, who researched the main components of the development of creative thinking in students, "the spiritual and psychological climate in the team should be directed towards creating a creative environment, and eliminate factors that hurt creativity. A favorable psychological environment is characterized by the following: an increase in the creative process in all students, freedom from stereotypes, the absence of awkward discussions, initiative and independence, interest, and readiness for creative professional activity.

Of course, when paying attention to these aspects, it is necessary to focus on the visible characteristics of students, to consider and encourage their capabilities. In our opinion, creating an environment of healthy competition among students, allowing them to compete and try their best in preparing for the organization of collective creative activities will motivate them to support creative ideas.

The result of creativity is manifested not only in the creation of some kind of product but also in the development of the creative subject itself, that is, in the development of human activities. Creative development, like all development, includes two types of elements: reproductive (restoration of what already exists) and creative (innovation that allows us to move forward). Creative action is divided into several stages, such as the emergence of a problem, preparation for a solution, emergence of an idea, and finally, its embodiment.

In our opinion, the basis of a teacher's creativity is his interest in his profession, his internal motivation expressing his interest, the development of the field of will, and his desire for radically changed activities. Therefore, it is appropriate to support the actions of the future teacher in the direction of his interests, to set specific goals and tasks for students, and to actively involve them in creative activities.

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