

A NEW APPROACH TO PEDAGOGY

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ANNOTATION: The article evaluates the role and importance of creative pedagogy in the system of humanities and educational practice; as well as ideas about the pedagogical conditions for the implementation of the creative orientation of personality training in the process of continuing education and about the creative abilities that are formed by teachers.

KEY WORDS: creativity, development of creativity, factors hindering the development of creativity, creative potential, pedagogical creativity, creative potential of a teacher, structural foundations and principles of creative potential, criteria determining the creative potential of a teacher.

INTRODUCTION

In today's era of increasing globalization, every society needs creative individuals. This is natural, of course. Because the changes taking place in the world every minute require this. In this regard, the attention of scientists from various fields is focused on the problem of revealing and developing the creative potential of the student's personality in the conditions of the pedagogical process. Therefore, there is a need to develop new paradigmatic foundations for organizing the pedagogical process in modern educational institutions, which creates an opportunity to turn to a new innovative direction of pedagogy, that is, creative pedagogy. The problems of creative pedagogy are considered in the system of holistic pedagogical theory and other social sciences: the history of pedagogy and the philosophy of education, general and professional pedagogy and psychology, methods and technologies of teaching and upbringing, professional ethics, etc. The formation and development of a creative personality that corresponds to the constantly changing external and internal world, socio-economic conditions and the content of activity requires continuity, continuity and coverage of the entire period of human ontogenesis - from birth to the end of life. In domestic pedagogy, there is practically no research on the formation and development of the experience of a person's professional and creative activity on the basis of the formation and development of his professional and creative potential. Traditional professional experience is defined as a combination of knowledge, skills and qualifications. This means that the formation of experience occurs spontaneously in the process of mastering the activity. The issue of studying the experience of creative activity is not raised at all. What is creativity? According to the American psychologist Abraham Maslow, this is a creative direction inherent in each person, but lost by many under the influence of the existing system of upbringing, education and social practice. In contrast to the rather widespread opinion that the ability to be creative is a "gift from God" and therefore creativity cannot be taught, M.M. Zinovkina points to a different approach. The study of the history of technology and inventions, the analysis of the creative life of prominent scientists and inventors shows that all of them, along with high (for their time) fundamental knowledge, possessed a special knowledge base or algorithmic thinking, as well as certain knowledge, including heuristic methods and techniques [4]. The English psychologist E.P. Torrens put forward the following aspects of creativity: - posing a problem or scientific hypotheses; - testing and changing assumptions; - identifying a problem based on the formation of decision results; - expressing sensitivity to the contradiction between knowledge and practical actions in solving a problem. [1] In Latin, the concept of "creativity" is as follows. "Creatio" means "creation", "creator" means "creator", but in essence this concept is a manifestation of a person's creative abilities. Creative individuals are artists, sculptors, writers, poets, photographers - people who realize their abilities in various types of creativity. Creativity, as a rule, is a characteristic of business people: designers, advertisers, marketers, brand managers, etc. Active mastery of professional and creative activity,

its effective implementation involves not only the development and integration of skills and abilities, the development of individual styles and methods of performing professional work, but also the mastery of the methodology of professional creativity, the development of creative thinking and. The formation of a creative personality can be defined as the formation and development of a personality that corresponds to the creative activity carried out and the creative results obtained. The pace and trajectory of this process are determined by biological and social factors, the individual's own activity and creative qualities, as well as conditions, life events and professionally determined factors. There is a close connection between the formation of a creative personality and creative education. Creativity, like culture, must enter human life, and therefore the education system. Consequently, there are a number of conditions for the development of creative pedagogy in the system of social sciences, that is, as a new branch of pedagogy. Creative pedagogy is the science and art of creative education. It is a type of pedagogy that is the opposite of such types of pedagogy as coercive pedagogy, cooperative pedagogy, critical pedagogy. Creative pedagogy teaches students to think creatively, to be the creators of their future. Creative pedagogy is a pedagogy that can be applied to any subject, be it mathematics, physics, languages, or economics. To a certain extent, it can be said that its methodology changes the process of teaching and learning. Developed creativity is an important component of individual creativity. It is expressed in the desire of a person to achieve a cognitive goal, to continue the creative work that has been started, to overcome difficulties in cognitive activity, to plan and sequence mental actions, to search for options and methods for achieving the goal; The person also develops sthenic feelings (a feeling of joy from cognitive and creative activity, readiness to overcome difficulties in the process of inventions, pride in achieving a cognitive or creative goal, enjoyment of the opportunity to invent something, optimistic activity at the beginning of creative work, expectation of its positive outcome, calmness in case of failures, etc.). Experts in the field of human intelligence believe that a combination of convergent (logical, sequential, linear) and divergent (holistic, intuitive, associative) thinking is necessary to ensure the creative process. The result of such a combination of thinking characteristics is the fluency and flexibility of consciousness, as well as originality, and the accuracy of judgment. [3] In order to develop creativity in the pedagogical process, it is necessary to use teaching methods and technologies that help to increase the potential of the individual, increase creative activity. These technologies help to form a person's self-esteem, increase confidence in their own capabilities, and overcome psychological difficulties that prevent them from adequately interacting with reality. In the modern education system, the priority area of the teacher's activity is given to dialogical methods of communication, joint search for solutions, and various creative activities. All this is done through the use of interactive teaching methods. In the interactive learning process, students learn to think critically, solve complex problems based on the analysis of the situation and relevant information, find alternative ideas, make well-thought-out decisions, and participate in discussions. For this, lessons are organized based on pair and group methods, research projects, and role-playing games are used.[1] The results of the analysis of the theoretical and practical foundations of the development of creativity make it possible to highlight the principles of the structural-functional model of the development of creativity of a future teacher during pedagogical practice. These principles are as follows:

1. Problematic principle. The use of the problematic principle is not new for pedagogical activity. The essence of creativity is problematic in nature, which consists in finding a non-standard solution to the problem. In pedagogical practice, the development of creativity of future teachers in accordance with the problematic principle is manifested in creative problematic tasks, for example, "Propose a hypothesis and draw up a plan for testing it ...", "Evaluate the initial result . . .", "Present the educational material differently ..." etc. [2]

2. The principle of creative orientation. This principle includes the development of not only reproductive, but also creative activity skills. The development of creativity should not be only goal-oriented, that is, it should be far from the idea that the result being achieved is the result at the end of the practice. In this case, the student should perform the tasks quickly and without any emotions. Because this situation negatively affects the quality of the training, the results of the diagnostics, and in general, all

experimental and test work. If the development of creativity has a phased nature, and each task or type of activity is not considered as the next stage of the test, but as an opportunity for self-testing, self-realization and interesting activity, then the quality of the work being performed will be high, and the indicators of the concept being studied will increase.

4. The principle of integrity and consistency. This principle requires the structure of the creativity development program to be integrity, consistency, completeness. Only in this case can we talk about the appropriateness of the choice of means and methods to achieve the set goal. Creativity should be considered as a component of the system of qualities that accompany the holistic image of the future teacher.

5. The principle of individualization. The main aspect of this principle is to take into account the individual educational style of each student, the specific trajectory of his personal development and the characteristics of the functioning of mental processes. Then the individual result of each participant in the program will be a creative achievement corresponding to the level of formation of creativity as a personal characteristic. The main goal of the development of creativity is to develop the mental activity and logical thinking of students. To do this, we need to step a little ahead and set requirements that are slightly higher than the level of development achieved by the student. [5] Also, the development of creativity helps to solve the following tasks:

1. To teach students to think in different directions;
2. To teach to find solutions to problems in non-standard situations;
3. To develop the originality of mental activity.
4. To teach students to analyze the existing problem situation from different angles;
5. To develop the thinking skills necessary for a more effective life and adaptation in a rapidly changing world.

At the same time, the condition for the development of pedagogical creativity is the implementation of the principles of humanistic psychology in the interaction between teachers and students. These principles imply the following: 1. High appreciation of the idea of each student, which implies the positive reinforcement of all ideas and answers, the use of mistakes as an opportunity to look at the familiar in a new way. 2. Creating an atmosphere of mutual trust, psychological safety. 3. Ensuring independence in choosing and making decisions. [7] A teacher with creative potential has the following qualities: • Expands creative thinking; • Well-developed research skills; • Independently analyzes the possibilities of using pedagogical or special science achievements and best practices; • Actively participates in the implementation of creative projects and scientific research conducted by professors and teachers. Modern requirements for a teacher with creative thinking are that he should not be an informant, but a coordinator, manager, organizer of communication, and consultant, taking into account the individual capabilities of students. The teacher supports and directs the search for the most effective methods of acquiring knowledge, encourages interesting discoveries, analyzes unsuccessful attempts, and encourages students to realize defeats and victories.

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