

THE IMPORTANCE AND PARTICIPATION OF PEDAGOGICAL CREATIVITY

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Abstract: Beyond all recognition, the world we live in is changing and evolving. In any profession, it is necessary to work in accordance with the daily requirements. Teachers who work with the millennial age are also subject to a great deal of obligations and demands. A teacher should be aware of and responsive to the needs of today's students. This article explores how to foster students' creativity as well as the place of creativity in teaching.

Keywords: intellectual stimulation, fluency, adaptability, originality, strategy, and creative thinking.

The responsibility of the teacher is to actually meet the obligations that the society has placed on the school at this time. One of the most complicated aspects of human labor is teaching. The teacher, as the person in the most influential position in today's society, should be well-versed in current knowledge, always seeking new information, and unselfish since this ineluctable process will protect a person from intellectual and spiritual poverty. The implementation of modern standards calls for the teacher to approach his work creatively in addition to having a high level of training and ongoing professional development. The ability of the teacher to reflect on and enhance his experience, to adapt and inventively use things that are widely known, is becoming increasingly crucial for the teacher's creativity.

The idea of originality (lat., eng. "create"-creative, "creative" means creation when translated from English). A drive for creativity, a creative way of living, a constant self-critical examination, and analysis are all terms used to describe creativity. A teacher's creativity can be characterized by their level of knowledge, emotions, communication, specific activity, and creative approach, according to contemporary psychology and pedagogy dictionaries. Existing knowledge is reproduced through creativity, which also produces an infinite number of new models of it. These abilities interact when students generate excellent ideas in

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creativity classes (originality), develop those ideas (development), or compare and connect those ideas with others (flexibility).

The concept of creative pedagogy has drawn the attention of many educators, who have cited it - see the external links below. The authors of the Encyclopedic Dictionary not only included a section on creative teaching but also made comments regarding its distinctive embodiment, the formula of innovation.

The goal of creative pedagogy is to transform any subject course (program, institution, or class) into a creative teaching environment that produces creative learners (life learners) who are significantly more effective than those who are produced through traditional education. The term "Creative Orientation" describes this alteration to the traditional lesson (course, program, school). The following is a typical response to the introduction of creative pedagogy: "Every pedagogy is creative." Examples of overtly contradictory approaches to the word "every" include rote learning and, for instance, physical punishment as a kind of instruction.

After the development of Creative Pedagogy, it was only logical to examine the teachability of the theory and practice of creative teaching. "Creativity is contagious; to be creative, one must interact with others who are more creative than themselves and remain alert at all times. The aptitude or skill of creative thinking can be developed, just like any other skill. This holds true for future instructors as well, and developing creativity can aid them in thinking creatively. The development of creativity talents is guided by research in this area. It encompasses aspects of the classroom environment, the development of future educators' perspectives, and the method and techniques used by the instructor.

As of now, many educational approaches and methods place more emphasis on interpretation and analysis than on creative thinking. This means that students are taught to understand the information they are given and accurately communicate it, rather than to summarize various pieces of information and come to a conclusion. Despite much practice, the majority of educators still struggle with the skill of efficiently developing creative abilities in both themselves and aspiring educators. The fact that lessons are prepared and thought out in advance may not be intriguing to prospective teachers, and it's also possible that the education's material is organized in a way that does not inspire them.

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Conclusion

The organization of pedagogical creative activity must pay particular attention to solving problematic problems, assessing problematic situations, and producing pedagogically relevant creative outputs. Giving up on pre-planning educational activities, encouraging critical and creative thinking in prospective educators, pressuring them to think creatively, generate fresh ideas, and changing their attitude toward education will be important motivators for them to succeed. It is not necessary for a teacher to be creative or not, but rather to plan classes in a creative manner and to experiment with novel concepts.

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