



CURRENT STATE OF DEVELOPMENT OF CREATIVE QUALITIES IN TEACHERS

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Abstract:

This article explores the role of teachers in the dynamic landscape of education beyond imparting knowledge to foster creativity and innovation in students. Fostering creativity in teachers is essential to creating an engaging learning environment that encourages curiosity and critical thinking. This commentary provides an insight into the current state of creativity development among teachers, highlighting key findings, challenges, and potential avenues for growth.

Keywords: creative education, teacher development, creativity in education, teacher training, curriculum innovation, creative pedagogy, school culture, leadership support, assessment practices, collaborative learning communities , experiential workshops, teacher creativity.

Introduction

The rapid development of today's information technologies, the development of the Republic of Uzbekistan among the developed countries, puts new demands on the student of today. Now he is not only a person who reads and learns the information given in school textbooks, but he can search creatively, acquire new information, reach the peak of knowledge and become a person who can fully compete with children of other developed countries in the world arena. is required. This puts before the science of pedagogy an important and urgent problem, such as the acquisition of knowledge in children and the assimilation of human qualities and cultural experiences.

The role of pedagogues-educators is special in the formation of students-young people as knowledgeable and intellectually mature people, in the formation of their internal psychological orientation to science, education, and acquisition of knowledge. The teacher is a role model for children. Especially in the elementary grades, the first teacher is embodied as a noble breed for children and becomes a role model for children. Therefore, the creativity of primary school teachers is important, along with their mobility, ability to understand children, communicative and perceptive (ability to understand a child). Because it is scientifically proven by psychologists that elementary school students are active, curious, and have a strong desire to learn. It is





only necessary to direct such interest and passion in a positive direction. For this, primary school teachers need more research, creativity and innovation.

After studying the works of M.Ochilo, B.Adizov, Safo Ochil and other scientists, we divided the main components that represent the formation of creativity in teachers into the following areas:

Gnostic component. The creativity of teachers has a central place in the activity of personality formation. It includes studying and analyzing the results of the characteristics of the process of its activity; study and analyze the content and ability to influence other people, taking into account their age and typological characteristics. This aspect of activity is characterized by these studies: introducing students to the latest achievements in the field of their subject; to analyze one's own activity and the activity of students; to understand one's strengths and weaknesses in teaching; taking into account the recommendations of pedagogical theory in their work; relying on psychological theory in the study of educational communities; introducing methodical recommendations in their practical activities; free knowledge of one's subject; to know the characteristics of educational work with students of different academic years; to be able to analyze the pedagogical situation and see the results of influencing them.

The essence of the design component of the teacher's activity consists of these studies, expressing the specific goals of the academic subject taking into account the requirements of professional activity; taking into account the stages of training mental actions; to be able to see the possible difficulties of students in studying this course and ways to overcome them; to determine the types of reasonable activities that help them to successfully acquire knowledge, studies and skills; the ability to take into account the students' attitude to their work and correct it; implementation of integrated education of one's own science (establishing interdisciplinary connections); selection of illustrative material on the topic; differentiated approach to teaching.

The constructive component of the activity of creativity personality formation in teachers consists of the following: selection of information content and development of its composition; Designing the activities that can be used for this information of the written requirements; planning their activities and behavior to effectively work with students. In this regard, teachers should have the following skills of creativity: choosing material for a lesson; distinguish the main concepts and laws in it; finding the right relationship between practical and theoretical educational material in training; planning logical transitions from one stage of training to another; placement of theoretical material from simple to complex; developing a system of assignments





and issues based on the set goals; choosing a reasonable structure of training in accordance with its goals; developing assignments for independent work.

The organizational component of the formation of creativity in teachers includes the following; organization of one's activity and interaction with students; in accordance with one aspect of the activity, the teacher should have the following skills: his time, students' work individually and as a team; to interact with them; systematic control over students' activities; active forms of education; independent study of educational material; ICT use and information transfer.

The communicative component, which describes the relationship between the formation of creative qualities in teachers, implies the following methods: comprehensive and unbiased acceptance of a person; instill confidence in the interlocutor; being able to see conflicts and solve them constructively; correctly and politely criticize the communication partner; accepting and taking into account the criticism expressed against him.

In addition, the creative personality of teachers is more meaningful if the constructive component of the activity includes the formation and adoption of pedagogical decisions to transfer students from one state to another. The consistent implementation of the activity approach based on the work of psychologists E. Goziev, M.G. Davletshin, Z. Nishanova, L.S. Vygotsky, A.N. Leontev, as a goal of education, provides for the training of a professional ability to perform certain activities in the subject of education. In that case, the main result of training will be training in the implementation of professional tasks, solving operational issues. Such a setting of the issue requires a different approach to the tools and methods and, therefore, to the teaching of the teacher who is carrying out the training of a certain type of activity in the student. The position of T. Adizova and N. Egamberdiyeva is compatible with the implementation of an active approach to the extent that it is aimed at forming the personality of an active teacher; he distinguishes these types of teacher activity: gnostic, educational-methodical, creative, communicative-organizational. The following are structural elements of pedagogical activity:

1. Integrating the content of knowledge specific to science into the structure of typical issues of the specialist's professional activity. Classification of academic subject by teaching and creative work on it.
2. Understanding the educational and methodological content of his subject and being able to deliver the teaching program according to the elements of students' cognitive activities.
3. Creative activity - development of educational and methodological support in accordance with the curriculum for all selected topics.





4. To develop a process that takes into account the communicative and organizational aspects of the interaction between the student and the teacher. To organize the correct control of the rating evaluation system.

Constructive and design components of the activity are included in the Gnostic element by the author. At the same time, teachers are suggested to consider the creative and communicative-organizational components of creativity as independent components. In this approach, attention is focused on the need to organize the interaction of teachers and students in the process of self-directed learning activities of students. These types of activity are fully implemented by the teacher in the design, construction and implementation of professionally oriented teaching technology.

Pedagogical creativity is interpreted as the ability of a pedagogue to create new ideas that serve to ensure the effectiveness of the educational process, as well as to positively solve existing pedagogical problems, in contrast to traditional pedagogical thinking.

The teacher's creative activity is reflected as his general characteristic. It is a prerequisite and result of creative activity. This quality represents a person's ability and readiness to express himself. In addition, on the basis of creative activity, the personal abilities, natural and social strength of each specialist are manifested as a whole.

Creative activity is closely related to creativity focused on the cognitive process. The creative activity of the teacher, in contrast to traditional thinking, is manifested in the following:

- quickness and flexibility of thinking;
- ability to create new ideas;
- not thinking in one way;
- originality;
- initiative;
- tolerance of uncertainty;
- to be intelligent.

Today's teacher, in the organization of educational activities, abandons the types of activities planned in the beginning, forms and develops independent, critical, logical, creative thinking in students, encourages them to think creatively, i.e. learn new ideas. To make them think, to change the attitude towards learning, to motivate them to achieve should be the main factor. The missing factor in training is creativity.

In conclusion, according to the analysis of the current situation, the development of creative qualities in primary school teachers requires action in the following four directions:





- 1) creating the necessary conditions for the teacher to demonstrate creative thinking skills and work freely;
- 2) use of strategies that encourage students to master academic subjects with interest in the educational process;
- 3) to ensure priority of creative and innovative approach in finding solutions to pedagogical problems; 4) to achieve the expected result by fully fulfilling the specified educational tasks.

Based on the analysis of scientific and theoretical data, we developed a structure for the development of creative qualities in primary school teachers.

In order for a teacher to be creative, he should pay attention to the following in his professional activities:

- creative approach to professional activity;
- active in creating new ideas;
- independent study of advanced pedagogical achievements and experiences;
- sharing ideas with colleagues about pedagogical achievements.

Self-development and self-expression of each pedagogue is directly related to his creativity.

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