

**SPECIFIC FEATURES OF DEVELOPMENT OF CREATIVITY OF BACHELOR STUDENTS OF PEDAGOGICAL EDUCATION**

**Tolipova Ozodaxon Ikromovna**

Teacher of Kokand State Pedagogical institute

**Article history:**

*Received: 06<sup>th</sup> April., 2022*

*Accepted: 07<sup>th</sup> April., 2022*

*Published: 08<sup>th</sup> April., 2022*

**Abstract:** *This article describes the content of the educational process, the signs of creativity, the stages and stages of development of creativity, aimed at the development of creative competence in university students. The importance of a set of skills and effective methods and tools that allow teachers to organize creative activities is also highlighted.*

**Keywords:** *student, creative competence, creative thinking, development of creative competence, signs of creativity, skills, methods, tools.*

It has not yet been so long since the concept of “creative pedagogy” began to be used in modern pedagogy. However, the need to decide innovative and creative approaches to the teaching process ensured the formation of “creative pedagogy” as an independent subject among the pedagogical category subjects. The basis of this subject is the history of pedagogy, general and professional pedagogy, psychology, methodology of teaching private subjects, educational technology and methodological ideas of such subjects as professional ethics. The general basis of the science of “creative pedagogy” serves to create the necessary conditions for professional development of specialists, including future specialists. The professional development, development of an individual as a specialist, in its essence, is manifested in a process manner. Professional maturity important periods of human ontogenesis begin with the discovery of professional perfection, the decision-making of the ideas of development (14-17 years), the process of the completion of professional activity (55-60 years). The formation and development of a creative person depends on the mutual compatibility of changes in his internal and external world, socio-economic conditions, as well as on the human ontogenesis-continuity from birth to the end of his life, the content of activity that dictates succession. It is known that professional experience is reflected as the integration of knowledge, skills and skills. However, mastering the skills of professional activity requires not only the integration of practical skills and skills, the development of methods and tools for effective organization of activities as a specialist, but also the awareness of the methodology of professional creativity, the development of creative thinking and the adequate assimilation of personal qualities of creative character. 4 the formation of a creative person can be defined as the development of an individual in the field of creative activity and the creation of creative products, performed in a mutually appropriate manner. The pace and coverage of this process depends on biological and social factors, the activity and creative qualities of the individual, as well as the existing conditions, vital and professionally conditioned phenomena. In modern conditions, it is necessary for a teacher to have creative qualities. In recent years, special, serious attention has been paid to the formation of creative qualities in students and students in the educational system of the leading foreign countries. I do it Bronson, Merryman (2010 y.), Ken Robinson (2007 y.), Fisher, Frey (2008 y.), Begetto, Kaufman (2013 y.), Dead (2011 y.), Treffinger (2008 y.) and b. many studies conducted by their results can be seen. The

only one prepared by Ken Robinson in 2007 year “does the school destroy creativity?” the title video footage has been watched over 5 million times on YouTube. It remains to be noted that teachers have seriously entered into the study of the basics of creativity (Begetto, Kaufman, 2013 y.). Creative approach to pedagogical activity in teachers formation of skills, skills and development literature is published, non-traditional lessons are organized based on video footage prepared by the Department of Education (Ali, 2011; Department of Education, 2013.). Despite the fact that a lot of practical work is being done, many teachers are still not yet able to master the experience of how to effectively formulate the qualities of creativity in themselves and in students. Management bodies of the educational system annually focus on achieving high productivity in educational institutions. For this purpose, a training program will be developed, new textbooks will be created. This will help both students and teachers to grow professionally. The practical actions carried out will bring about the achievement in the students, the need for the pursuit of progress in a particular tool, the development of their learning and cognition skills to some extent will help. However, by the end of the academic year, higher education institutions have seen positive results in the higher level of students ' science acquisition. The interest of many students towards learning has been lost. As a result of this, teachers do not even think about organizing professional activities with pleasure enthusiasm as before. The situation remains unchanged, although the governing bodies of the educational system have established new measures to change the activities of students who do not have the desire or desire to receive education, teachers who do not want to train such educators. What is the reason for this? Perhaps the pre-thinking and planning of the lessons will not be of interest to the students, but the fact that the content of education is put into a certain template will not give any incentive for the students, not an incentive. Abandonment of the pre-planning of educational activities, the formation and development of critical, creative thinking in students, their creative thinking, forcing them to think about new ideas have been the main factors in changing the attitude to education, encouraging them to achieve achievements. The missing factor in training is creativity. In order to fully understand the general essence of the process of developing the qualities of creativeness in a person, initially it is required to understand the meaning of the concept of “creativity”. According to Ken Robinson “ ” creativeness is a set of original ideas that have their own value” (Azzam, 2009 y.) counted. And Gardner explains the concept in his research as follows: “creativity is a practical action carried out by an individual, which must reflect a certain novelty in itself and have a certain practical value.” Emebayl (1989 y.)if expressed from the point of view of the approach, creativeness means “having a high level of unusual skills, along with a thorough knowledge mastered in a particular field”. In many studies, there is a link between intelligence and creativeness, especially with different views. While a group of researchers estimate that there is no correlation between them, representatives of the second group argue that the level of creativity and intelligence is interconnected (Kim, 2005 y.). The concept of “creativity” reflects cultural diversity in itself. For Western men, creativeness is generally considered a novelty. They draw attention to the fact that on the basis of creativeness there is unconventional, curiosity, imagination, a sense of humor and freedom (Myordok, Ganim, 1993 y.; Sternberg, 1985 y.). And the Orientals, on the contrary, understand creativeness as the process of Re-Birth of goodness (Hui, Sternberg, 2002 y.; Rudovich, Xui, 1997 y.; Rudovich, Yue, 2000 y.). Although the views of Westerners and Orientalists on creativity are different, however, representatives of both cultures highly appreciate this quality and ownership (Kaufman, Lan, 2012.). Many teachers believe that they do not have the ability to creativeness in themselves. This can be motivated by two different reasons: firstly, most teachers are also not able to adequately explain what actually means the concept of “creativity”; and secondly, they are unaware of what attributes are reflected directly on the basis of creativeness. At the same time, it is worth noting that

each person has the ability to creativeness by nature. Well, how can teachers show that they have the ability to creativeness in themselves. In this place Patti Drapeau gives such advice: “If you think that you are not creative, then I advise you to start organizing lessons that have already been focused on creative . In fact, the point is not when you are creative and creative or not, but when you organize classes in the spirit of creativity and strive to try new ideas in practice. 5 according to Patti Drapeau's point of view, creative thinking is primarily a comprehensive thinking on a particular issue. Comprehensive thinking requires students to rely on many ideas in carrying out their teaching tasks, issues and tasks. In contrast, one-sided thinking represents the justification for the only correct idea. One can not deny one of the unilateral and multilateral views on the issue in the proceedings. Consequently, one and all-round thinking is equally important in the formation of creativity. That is, to complete the task, when solving the issue, the student looks for several variants of the solution (multilateral thinking), and then stops at the only correct solution that guarantees the most optimal result (one-sided thinking).

Creativeness of a person is manifested in his thinking, communication, feelings, certain types of activities. Creativeness characterizes an individual as a whole or as its specific characteristics. Creativeness is also reflected in the essential factorifidor. It remains to say that creativeness determines mental acuity,”it ensures active involvement of students ' attention in the educational process." Teachers, like specialists from all fields in foreign countries, determine the presence and degree of creativeness in themselves. For this they E.P.It is based in 1987 year by Torrens and passes the test, which determines the creative thinking of the individual. This test provides an opportunity to assess personality creativity and its level on such criteria as activity in the organization of creative activity, quick thinking, specific (orginal) and improvement. The answers to the questions recommended by the reader should be satisfied exactly these four criteria. E.P.Torrens believes that on the basis of the concept of “creativeness” the following is covered.

The teacher's potential for creativity is reflected as its common feature. He is the first condition and the result of creative activity. This quality expresses the self-worthiness and readiness of the individual to manifest himself. It remains to say that on the basis of creative potential, the individual abilities, natural and social capacities of each Specialist are manifested holistically. Creative potential is closely related to creativity, oriented to the process of cognition. The creative potential of the educator is manifested in the following, in contrast to traditional thinking: - quickness and elasticity of thinking; i - the ability to create new ideas; - lack of thinking in one mould; - originality; - initiative; - tolerance to uncertainty; in order for the educator to have the potential of creativity, it is necessary to pay attention to the following in his professional activity: - creative approach independent study of experiments; - exchange views on pedagogical achievements with colleagues. The self-development and self-presentation of each educator is directly related to his or her creative abilities. Usually, the ability of educators to be creative is provided by the desire to solve pedagogical problems, carry out scientific research work or scientific projects and achieve mutual creative cooperation. The pedagogue does not remain creative in itself. His creative ability is shaped by consistent reading and learning, working on his own, over a certain period of time, and he gradually improves and develops. As in any specialist, the foundation is laid in the student's years so that future teachers have the ability to be creative, and consistent development is achieved in the organization of professional activities. It is important that the educator himself directs creative activity and can effectively organize this activity. In the organization of pedagogical creative activity, it is necessary to pay special attention to solving problematic issues, analyzing problematic situations, as well as creating products of creativity of pedagogical character. When solving problematic issues and situations, the teacher's creative

approach to finding a solution to the issue contributes to the development of emotional and will qualities in it. The educator confronts himself with evidence that contradicts his existing knowledge and life experiences by putting problematic issues before him. As a result of this, work on its own, it feels a need in relation to independent reading learning. Teachers should be able to provide students with free thinking in the lessons. In the same situation, their thoughts acquire creativeness. "In the lessons of creativity, it is worthwhile for students to feel free and memorable instead of izlash the only "correct" answer and to look for different solutions to the problems that have arisen. The more ideas and ideas they reveal, the more ideas will be creative (Simonton, 1999). Students may experience uncertainty when they use the "Smart attack" method. Directing students to the right path and then putting them on an independent "journey" in them is creative and, even more so, the aspiration to think about different ideas . As Chuck Djons said "" the occurrence of fear anxiety is present in any work based on creativeness; anxiety is a servant of creativeness " (Goleman, Kaufman, & Ray, 1992). Orientation of students does not depend on the teacher in the students form the ability to act in them automatically . High-grade students or qualified students of Higher courses take the process into small separate sections and stages, inspiring young and inexperienced students, which in place will have their own impact on the formation of Cretaceous skills (Amabile, 1998). Teachers serve as mentors in the development of criteria in providing resources to students, providing advice, providing guidance, determining their progress and success. Also, high-school students are interested not only in forming inner creativity, but also in working in small groups, giving creativity and comments (m: journey of consciousness, the limit of imagination, solving future problems, opening up and discovering innovation)". A teacher with a potential for creativity can demonstrate the following skills: - to determine the essence and significance of the task to be performed; - to be able to analyze the issue; - to make a plan for the solution of the issue; - effective methods for solving the issue (analysis, synthesis, induction, deduction, comparison, etc.- selection of methods of solving the problem; - justification and re-examination of the correctness of the decision made; - conducting a small research (research)in solving the problem; - formalization of evidence on the situation of the settlement of the issue, the course of the process and the generalization of the results of the settlement of the issue.

## REFERENCES

1. Khojanazarova, N. (2022). THE ESSENCE OF SOCIALIZATION OF CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTIONS ON THE BASIS OF A SYSTEMATIC APPROACH. *World Bulletin of Social Sciences*, 7, 5-7.
2. Qizi, M. D. B., Qizi, O. M. K., & Axmedovna, B. D. (2020). Synthesis of essential oils based on local raw materials. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(6), 1090-1094.
3. Kizi, M. D. B., & Aminovich, K. S. (2021). Development of a Polymer Composite Composition for the Process of Dyeing Silk Fibers with Acid Dyes. *International Journal of Discoveries and Innovations in Applied Sciences*, 1(5), 211-213.
4. Kizi, M. D. B., & Kizi, T. D. Z. (2021). DIFFERENT CHEMICAL ANALYSIS METHODS OF EXTRACTING AROMATIC ESSENTIAL OILS BASED ON LOCAL RAW MATERIALS. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1(4), 1437-1441.
5. Anvarovna, K. Z. Training Technologies-guarantee of Sustainable Development of Uzbekistan. *International Journal on Orange Technologies*, 2(10), 105-107.

<b>20</b>	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 11 Issue: 04 in April-2022 <a href="https://www.gejournal.net/index.php/IJSSIR">https://www.gejournal.net/index.php/IJSSIR</a>
	Copyright (c) 2022 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit <a href="https://creativecommons.org/licenses/by/4.0/">https://creativecommons.org/licenses/by/4.0/</a>

6. Холматова, З. А. (2016). ПСИХОДИДАКТИЧЕСКИЕ ОСОБЕННОСТИ ФОРМИРОВАНИЯ У УЧАЩИХСЯ КУЛЬТУРЫ ДИАЛОГИЧЕСКИХ ОТНОШЕНИЙ. In Образование через всю жизнь: непрерывное образование в интересах устойчивого развития (pp. 387-391).

7. Холматова, З., & Хушназарова, М. (2014). Влияние интерактивных методов обучения на здоровье и развитие личности. Инновационная экономика: перспективы развития и совершенствования, (2 (5)), 280-285.

8. Бойтемирова, З., & Орипов, Э. (2016). РОЛЬ ДЕМОКРАТИЧЕСКИХ ИНСТИТУТОВ В ОБЕСПЕЧЕНИИ НАСЛЕДОВАНИЯ ТРАДИЦИОННЫХ ЦЕННОСТЕЙ. In СОВРЕМЕННЫЕ ПОДХОДЫ К ТРАНСФОРМАЦИИ КОНЦЕПЦИЙ ГОСУДАРСТВЕННОГО РЕГУЛИРОВАНИЯ И УПРАВЛЕНИЯ В СОЦИАЛЬНО-ЭКОНОМИЧЕСКИХ СИСТЕМАХ (pp. 30-32).

9. Орипов, Э. Ш., & Худойбергенов, Ш. Ш. (2020). ВИРТУАЛЬНЫЙ МИР: СОДЕРЖАНИЕ И СУЩНОСТЬ. In ВОПРОСЫ НАУКИ 2020: ПОТЕНЦИАЛ НАУКИ И СОВРЕМЕННЫЕ АСПЕКТЫ (pp. 53-60).

10. Худойбергенов, Ш. Ш., & Орипов, Э. Ш. (2020). ШОТЛАНД ОЛИМИ УИЛЬЯМ ЭРСКИН НИГОҲИДА БОБУР ТИМСОЛИ. In ИННОВАЦИОННЫЕ ПОДХОДЫ В СОВРЕМЕННОЙ НАУКЕ (pp. 187-190).

11. Ibragimovich, S. U. (2022). METHOD OF CONTROLLING THE TRAINING PROCESS OF LONG-DISTANCE RUNNERS. Eurasian Journal of Academic Research, 2(3), 132-137.

12. Ibragimovich, S. U. (2022). DYNAMICS OF MORPHOLOGICAL INDICATORS IN THE PHYSICAL DEVELOPMENT OF LONG-DISTANCE RUNNING. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(01), 129-132.

13. Ортиков, М., Солиев, И. Р., Каримов, Ф. М., Султонов, У. И., & Умматов, Н. Р. (2021). БИАТЛОНЧИЛАРНИ МУСОБАҚАЛАРГА ТАЙЁРЛАШДА МАШҒУЛОТ ЮКЛАМАЛАРИ ВОСИТАЛАРИНИНГ ОПТИМАЛАЛШТИРИШ. Central Asian Research Journal for Interdisciplinary Studies (CARJIS), 1(4), 156-163.

14. Ibragimovich, S. U. (2019). DYNAMICS OF FORMATION OF PHYSICAL DEVELOPMENT AND PHYSICAL TRAINING OF LONG DISTANCE RUNNERS. European Journal of Research and Reflection in Educational Sciences Vol, 7(6).