

The Importance of Developing the Creative Activity of Future Primary Teachers

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Abstract

The article discusses the difficulties and problems that arise in preparing future primary school teachers for organizing creative activities, the difficulties they encounter in connection with the characteristics of the pedagogical personality, and strategies for overcoming difficulties that arise in the work of a teacher.

Keywords: Creativity, creativity, creative, reproductive activity, professional activity, professional development, psychological protection, professional deformation.

Introduction

The focus on the physical and spiritual development of the younger generation as a priority area of state policy in our country is, of course, the goal of developing an independent-minded, creative and highly spiritual person. The tasks set in the 5 important initiatives put forward by the President of the Republic of Uzbekistan Sh.M. Mirziyoyev to establish a new system of work in the social, spiritual and educational spheres requires the implementation of important measures related to the education of youth. Also, the fact that the comprehensive tasks aimed at youth education are reflected in the Decree No. PF-5712 dated June 17, 2018 "On the State Program "Youth - Our Future" and the Decree No. PF-5712 dated August 29, 2019 "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030" indicate the urgent importance of the issue in the life of society and the nation.

The requirements set forth in these documents are related to the content and essence of the innovative changes being achieved in the system of continuous education and mainly concern the primary education process. Because at this stage, students are armed with the basics of literacy, computational thinking, labor skills and elements of personal spirituality. Therefore, the modern education system, its goals and objectives should correspond to the solution of the problem set for the educational process serving the development of our country. This requires the systematic improvement of the creative activities of subjects in the modern education system, in particular, primary school teachers, in accordance with the level of development of society.

In the spiritual, moral and aesthetic education of the younger generation, the effective use of the national educational methods, values and traditions of the people, the worthy contributions of great thinkers to world civilization, and the rich spiritual heritage will certainly yield positive results.

Therefore, the concept of education is based on the idea of "influencing the consciousness (emotional and intellectual spheres that inspire practical activities of a social nature) and character of the educated person in order to form a certain guideline, concept, principle, and value orientation that provides the necessary conditions for the development of the individual" [1; p. 21].

of educational institutions, family and neighborhood, mass media, the Internet system, and the general public play an important role in the development of personality. The organization of collective creative activities of future primary school teachers relies on the harmony of philosophy, psychology, pedagogy, history, language and literature as an important factor in educating in the spirit of national and universal values, humanity, patriotism, hard work, and high faith.

Advanced practices in national education create broad opportunities for primary school teachers to become active participants in society. In this regard, the fundamental essence of educational methodology is to achieve the goals of "embodying the highest spiritual and physical perfection inherent in humanity", "raising a healthy generation in our renewing society", "forming the spirituality of a free citizen", "raising well-rounded people by raising spiritual and educational work to a high level" [2; p. 56].

The state policy aimed at educating spiritually mature and harmonious youth is closely related to the methods of spiritual and moral education, and this process is carried out in all parts of the continuous education system, in particular, in the higher education system, in a manner consistent with increasing the independent thinking, creativity and intellectual potential of students. In this regard, the following thoughts of our Head of State Sh.M. Mirziyoyev are noteworthy: "All reforms and changes, large-scale programs implemented in our country are aimed at a single and great goal.

It also consists of raising our children to be mature and well-rounded in every way" [3; p. 412].

When it comes to organizing the creative activities of future primary school teachers, it is appropriate to determine what creativity itself 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 multifaceted nature of this ability plays an important role. The concept embodies such meanings as "creative attitude", "creative activity", "creative labor", "creative personality", "creative originality".

At the end of the 19th century, many philosophers put forward their views on the concept of creativity, each of which reflects its own individuality and diversity of thought. Consequently, creativity is "human activity that creates new material and spiritual values of social significance." "Creativity is one of the manifestations of human activity aimed at overcoming contradictions, for which objective (social, moral) and subjective personal conditions (knowledge, skills, creative abilities) are necessary, the result of which is innovation and progress (4; 53b.).

"Creativity is an activity, the result of which is the emergence of new material and spiritual values" (5; p. 457).

The realization of humanity as a subject of creativity has determined new directions for considering the problems and concepts of creativity. Philosophers study the essence of human creative activity, the problems of its epistemological and general methodological features. Accordingly, in the domestic philosophy of the 20th century, the goal of trying to solve the problem of the "CREATIVE MAN" was dominant.

For a further substantive description of creative pedagogical activity, it is necessary to refer to the concept of "creativity", which is considered the central link of the category under consideration.

One of the developers of the theory of creativity is EP Torrens, who defines creativity as the process of emergence of sensitivity to problems, lack of knowledge, their inconsistency, inconsistency;

Based on his model, J. Guilford identifies four factors of creativity: originality, semantic flexibility, figurative flexibility, and semantic spontaneous flexibility; insufficient methodological support for organizing the creative activities of future primary school teachers;

- Lack of emphasis on conducting seminars, trainings and master classes aimed at developing students' communicative competence and mastering innovations in the field, along with directing them to creative activities during the educational process;

- Lack of attention to the formation of knowledge, skills and competencies in the effective use of information technologies in completing creative tasks and exercises, the creation of electronic educational resources, etc.

VIZagvyazinsky's book "Pedagogical Creativity of a Teacher" defines creative activity as "creating a new pedagogical system, discovering unknown laws, new ideas, methods, tools; creating innovation, awakening the forces based on the inner essence of a person" [6; p. 54]. The scientist distinguishes the following different aspects of pedagogical creativity:

1. It is strictly defined and limited in terms of time. If an unexpected situation occurs in the lesson, the teacher must make a new decision within a short period of time.
2. Since pedagogical creativity is integral to the educational process, it should always lead to positive results. Negative ones can only be found in imaginary tests and assumptions.
3. Pedagogical creativity is always collaborative creative work.
4. A significant part of creativity is performed in public (the ability to control one's own mental state) in front of people.

The following can be included in the objective conditions of difficulties and problems that arise in the creative work of a primary school teacher:

- a) lack of sufficient methodological support;
- b) superficiality in assessing performance;
- c) involvement in secondary tasks.

The following are some of the difficulties that arise due to the specific characteristics of the pedagogical personality:

- Insufficient internal strength and capabilities in carrying out pedagogical activities;
- violation of the self-direction mechanism, which does not allow to change its activities in line with reforms in the sector;
- negative psychological states (insecurity, nervousness, fear, dissatisfaction with one's own activities, etc.).

Overcoming difficulties in teacher work requires relying on the following strategies:

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

The challenges for skilled teachers are closely related to overcoming barriers to innovation. Barriers encountered in pedagogical activity often manifest themselves in the form of limitations

on pedagogical activity. 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 require, first of all, strategies for gradually improving their professional development, psychological support in solving problematic situations related to professional activity, self-confidence, a sense of responsibility, and the ability to successfully navigate changing situations. During the research, it was concluded that pedagogical activity requires creative solutions to many practical problems, that is, the ability to foresee the educational process, design and organize it, diagnose students and improve their development. For this, the teacher is required to have the following skills specific to his profession: independence, professional sensitivity and empathy, the ability to think critically, feel the problem, anticipate complex situations, strive to create an individual creative style and develop himself. In a word, creativity is considered as an activity that creates some kind of qualitative innovation.

The development of creative activity skills in a person is reflected in the types of activities they carry out. Activity is "work, training, action carried out in a certain field" .

As G. Amirova, a researcher who has studied the optimal ways to develop children's creative abilities, notes, activity is "a process of movement manifested in practical activity, one of the factors that teaches to quickly perceive the shape, essence and location of objects, objects and things in space. It is an activity aimed not only at mastering the surrounding world, but also at expressing the individual's identity ."

In our opinion, the system of preparing students for the organization of collective creative activities is a continuous process, which requires the teacher to support and direct the aspirations, interests, and inclinations of the student, and to base them on measures that allow the manifestation of their talents and abilities.

Creative thinking is the main criterion for guiding creative activity. G. Ergasheva, who studied the main components of the development of creative thinking in students, noted that "the spiritual and psychological climate in the team should be aimed at creating a creative environment, eliminating factors that negatively affect creativity. A favorable psychological environment is characterized by the following: increased creative process in all students, freedom from stereotypes, lack of awkwardness in discussions, initiative and independence, interest and readiness for creative professional activity" .

Of course, when focusing on these aspects, it is necessary to build on the obvious characteristics of students, take into account and encourage their individual capabilities. In our opinion, creating a healthy competitive environment among students in preparation for organizing collective creative activities, providing them with the opportunity to compete and test their strength will motivate them to support creative ideas.

The result of creativity is not only the creation of a product, but also the development of the creative subject itself, that is, the progress that is realized in the forms of human activity. Creative development, like all development, includes two types of elements: reproductive (reproduction of what already exists) and creative (innovation that allows you to strive forward). Creative activity is divided into several stages: the emergence of a problem, preparation for a solution, the 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, which expresses his interest, the development of the will sphere, and the desire for a

fundamentally changed activity. Therefore, when organizing the collective creative activity of a future teacher, it is appropriate to support his actions in the direction of his interests, set clear goals and objectives for students, and actively involve him in creative activities.

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