

ORGANIZATION OF CREATIVE ACTIVITIES OF ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

This article highlights the challenges and issues encountered in training primary school teachers for the organization of creative activities, the difficulties came across in relation to the specifics of the teacher's personality, strategies for overcoming challenges in the work of teachers.

KEYWORDS: *Creation, Creativity, Creative, Reproductive Activity, Vocational Activity, Professional Development, Psychological Protection, Vocational Deformation.*

INTRODUCTION

The national methods of upbringing, values and traditions of the people, the precious contribution of great thinkers to world civilization, the effective use of the rich spiritual heritage will certainly have a positive effect in the spiritual, moral and aesthetic upbringing of the younger generation. Consequently, the concept of upbringing is based on the idea of "influencing the pupil's consciousness (emotional and mental spheres that inspire practical activities of a social nature) and behavior in order to form certain guidelines, concepts, principles, values that provide the necessary conditions for personal development" [1; p.21].

The goal of developing an independent-minded, creative and highly spiritual person is the bottom line of the country's focus on the physical and spiritual development of the younger generation as a priority of state policy. The tasks set by the President of the Republic of Uzbekistan Sh.M.Mirziyoev in 5 important initiatives to organize activities in the social, spiritual and educational spheres on the basis of a new system require the implementation of crucial measures related to the education of youth. Moreover, the reflection of youth's upbringing and education in the Presidential Decree "On the State Program" Entitled Youth are Our Future "as of June 17, 2018 and the Presidential Decree No. PD-5712 "On Approval of the Development

Concept of the Public Education System of the Republic of Uzbekistan by 2030” as of August 29, 2019 demonstrate that the issue is relevant in the life of society and the nation.

Advanced practices in national pedagogy provide ample opportunities to transform primary school teachers into active participants in society. “The highest spiritual and physical perfection of mankind”, “education of a healthy generation in our renewed society”, “formation of a free civic spirit”, “bringing up harmoniously developed people through a high level of spiritual and educational activities” [2; p.56] are the essence of the methodology of upbringing.

Educational institutions, the family, the community, the media, the Internet and the general public play an important role in the development of the individual. The combination of philosophy, psychology, pedagogy, history, language and literature is an important factor in the organization of the collective creative activity of future primary school teachers in the spirit of national and universal values, humanity, patriotism, diligence, high faith.

The state policy aimed at upbringing spiritually mature and harmoniously developed youth is closely linked to the methods of spiritual and moral education, which is carried out in all parts of the system of continuing education, in particular in higher education to increase students’ independent thinking, creativity and intellectual potential. In this regard, the following words of President Sh.M.Mirziyoev are worth mentioning: “All the reforms and changes being carried out in our country, and large-scale programs are aimed at a single and great goal i.e. upbringing our children as mature and harmoniously developed individuals in all respects” [3; p.412].

When it comes to organizing the creative activity of future primary school teachers, it is advisable to determine what creativity is, and afterwards, to choose the criteria for organizing the creative activity.

The concept of “creativity” is the analytical basis of many disciplines. The versatility of this skill plays an important role in determining its meanings. The concept includes such meanings as “creative attitude”, “creative activity”, “creative work”, “creative personality”, “creative originality” and etc.

At the end of the 19th century, many philosophers put forward ideas on the concept of creativity, each of which has its own individuality and diversity of thinking. Consequently, creativity is “human activity that creates new material and spiritual values of social significance.”

“Creativity is one of the forms of human activity aimed at overcoming contradictions, which requires objective (social, moral) and subjective personal conditions (knowledge, skills, creative abilities), and the result of which is novelty and progress (4; p.53).

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

Human self-awareness as a subject of creativity has set new directions in the consideration of the problem and concepts of creativity. Philosophers study the essence of human creative activity, the problems of epistemological and general methodological features. Accordingly, in the local philosophy of the twentieth century, the goal was to attempt to solve the problem of CREATIVE MAN.

For the next substantive description of creative pedagogical activity, it is necessary to refer to the concept of “creativity”, which is the core of the category under investigation.

Ye.P. Torrens, one of the developers of the theory of creativity, defines creativity as a process of emergence of sensitivity to problems, lack of knowledge, their inconsistency, incompatibility;

Based on his model, G.Gilford distinguishes four factors of creativity: originality, semantic flexibility, figurative flexibility, and semantic spontaneous flexibility

Insufficient methodological support for the organization of creative activities of future primary school teachers;

- In the educational process, along with the orientation of students to creative activities, no attention is paid to the development of communicative competencies, conducting seminars, trainings and master classes aimed at mastering innovations in the field;
- Lack of attention to the effective utilization of information technologies in the performance of creative tasks and exercises, the formation of knowledge, skills and abilities to create e-learning resources, etc.

In the book “Teacher’s Pedagogical Creativity” by V.I. Zagvyazinsky, creative activity is defined as the creation of a new pedagogical system, the discovery of unknown laws, new ideas, methods, tools; creation by innovating, awakening the forces based on the inner essence of man”[6; p.54]. The scientist distinguishes the following different aspects of pedagogical creativity:

1. Strictly defined and limited from the perspectives of time. If something unexpected happens in the classroom, the teacher must make a new decision as soon as possible.
2. Since pedagogical creativity is an integral part of the educational process, it should always lead to positive outcomes. The negative ones, on the other hand, can be in imaginary tests and assumptions only.
3. Pedagogical creativity is always a collaborative creative work.
4. A significant part of creativity is done in public in front of people (the ability to control their mental state).

The objective conditions of the challenges and issues encountered in the creative activity of the primary school teacher can include the following:

- a) Insufficient methodological support;
- b) Superficiality in the assessment of activities;
- c) Involvement in secondary tasks.

The followings are a number of difficulties that arise in connection with the specifics of the teacher’s personality:

- Insufficient internal strength and capabilities in the implementation of pedagogical activities;
- Violation of the mechanism of self-direction, which does not allow to change its activities in line with the reforms in the field;

- Negative psychological conditions (insecurity, nervousness, fear, dissatisfaction with their work, etc.).

Overcoming difficulties in the teachers' professional activities requires the following strategies:

- 1) Professional development (constructive strategy);
- 2) Psychological protection (protection strategy);
- 3) Vocational deformation (destructive strategy).

Challenges for skilled educators are closely linked to overcoming innovation barriers. Obstacles to pedagogical activity are often manifested in the form of restrictions on pedagogical activity. It is recommended to use more than one strategy to address the challenges associated with this typology. For example, the challenges of young teachers require, first of all, the gradual improvement of their professional development, psychological support in solving professional problems, self-confidence, a sense of responsibility and strategies to succeed in changing situations.

The study summarizes the views on what a creative educator should be, and concludes that pedagogical activity is a creative solution to many practical problems, i.e. the ability to anticipate, design and organize the educational process, diagnose students and improve their development. This requires the teacher to have vocational skills: independence, professional sensitivity and empathy, critical thinking, problem-solving, anticipation of complex situations, striving to create an individual creative style and self-improvement qualities. In short, creativity is referred as an activity that creates some kind of qualitative innovation.

The acquisition of creative activity skills in a person is reflected in the types of activities carried out by them. Activity is "work, training, movement in a certain sphere" [7; p.326].

Researcher G.Amirova, who studied the optimal ways to develop children's creative abilities, notes that activity is a process of action manifested in "practical activity, one of the factors that teach to quickly perceive the shape, essence and spatial position of objects, notions and things." It is an activity aimed not only at mastering the world, but also at expressing one's identity"[8; p.12].

In our view, the system of preparation for the organization of collective creative activity is a continuous process, which requires the student's aspirations, interests, tendencies to be based on measures that allow the teacher to support, direct, show talents and abilities.

Creative thinking is the main criterion that guides creative activity. G. Ergasheva, who studied the main components of the development of creative thinking in students, noted that "the spiritual and psychological nature in the community should be aimed at creating a creative environment, eliminating the factors that negatively affect creativity. A favorable psychological environment is characterized by: increased growth of the creative process in all students, freedom of stereotypes, uncomfortable discussions, initiative and independence, interest and readiness for creative professional activity"[9; p.49].

Of course, in focusing on these aspects, it is necessary to pay attention to students' obvious characteristics, to consider and encourage their individual capabilities. In our opinion, creating a healthy competitive environment among students in preparation for the organization of collective

creative activities, providing them with the opportunity to compete, to try their best, motivates them to support creative ideas.

The result of creativity is manifested not only in the creation of a product, but also in the self-development of the creative subject, that is, in the development that takes place in the forms of human activity. Creative development, like all progress, encompasses an element of two forms: reproductive (re-creating what exists) and creative (novelty that allows for aspiration to move forward). The creative movement is divided into several stages, such as the emergence of the problem, the preparation for the solution, the emergence of the idea, and finally, its integration.

In our opinion, the basis of a teacher's creativity is the interest in their vocation, their inner motivation expressing their benefits; the highly developed will and the desire for radically changed the activities. Therefore, in the organization of the collective creative activity of the future teachers, it is expedient to support their behavior in the interests of, to set clear goals and objectives for students, and to actively involve them in creative activities.

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