

Pedagogical Creativity-Requirement of Today

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ABSTRACT

This article discusses the existing problems in the education system, the lack of creativity in teaching staff, resulting in a decline in the quality of education and overcoming these problems, the main forms of pedagogical creativity and the process of formation and development of creative qualities in the individual. The advantages and effectiveness of the organization of classes on the basis of pedagogical creativity in preschool education are shown.

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Today's education operates in all types of educational institutions requires a teacher to be creative. Having the qualities of creativity or creativity of the educator directs his personal abilities, natural and social potential to the quality, effective organization of professional activity. The creative qualities of teachers working in the education system are the ability to create new ideas that do not differ from the traditional approach to the organization of the educational process, not to think in the same way, originality, initiative helps to avoid intolerance of uncertainty.

After all, a creative approach to the organization of professional activities of teachers with creative qualities, active in creating new, advanced ideas that serve to develop students' learning activities, personal qualities, independent study of advanced pedagogical achievements and experiences, as well as constant, consistent views on pedagogical achievements with colleagues. focuses on having an sharing experience.

Typically, the ability of educators to be creative is ensured through the pursuit of pedagogical problems, the implementation of research or research projects, and the achievement of mutual creative collaboration.

The educator does not remain creative on his or her own. His creative ability is through consistent study and work on his own over a period of time is formed and it gradually improves and develops. Har the creativity of future educators, as in any specialist the foundation is laid during the academic years for their ability and is consistently developed in the organization of professional activities.

In this case, it is important that the educator is self-directed to creative activity and can effectively organize this activity. In the organization of creative activity, the teacher should pay special attention to solving problems, analyzing problem situations, as well as creating creative products of a pedagogical nature.

Today's modern conditions require the teacher to have creative qualities.

In recent years, in the education system of leading foreign countries, special attention is paid to the formation of creative qualities in teachers and students. This was followed by Bronson, Merriyman

(2010), Ken Robinson (2007), Fisher, Frey (2008), Begetto, Kaufman (2013), Ali (2011), Treffinger (2008), and b. Many studies conducted by can be seen from their results.

Despite the fact that significant practical work is being done, many teachers still do not have the experience of how to effectively shape the qualities of creativity in themselves and in their students as a creative person.

Every year, the governing bodies of the education system focus on achieving high efficiency in educational institutions. For this purpose, curricula will be developed, new textbooks will be created. This effectively contributes to the professional growth of both students and teachers. The practical actions taken create a certain level of need for students to achieve success, to move forward, to help them develop their learning skills to some extent. However, by the end of the school year, there is no high level of positive results in the acquisition of subjects by students in educational institutions. Many students have lost interest in learning. As a result, teachers are no longer thinking about organizing professional activities with the same enthusiasm as before. The situation remains unchanged, although the education authorities have introduced new measures to change the activities of teachers who are reluctant to teach students who do not want to be educated. What is the reason for this? Perhaps the factor that is lacking in the training sessions is creativity.

In order to fully understand the general essence of the process of developing the qualities of creativity in a person, it is first necessary to understand the meaning of the concept of "creativity". According to Ken Robinson, "creativity is a set of original ideas with their own value" (Azzam, 2009). Gardner, on the other hand, explains the concept in his research: "Creativity is a practical action performed by an individual, which must reflect a certain innovation and have a certain practical value." In terms of Emebayl's (1989) approach, creativity means "having a high level of extraordinary skills as well as a thorough knowledge of a particular field."

Many studies have differing views on the relationship between intelligence and creativity. While one group of researchers argues that there is no correlation between them, the second group of representatives argues that the level of creativity and intelligence are interrelated (Kim, 2005).

The concept of "creativity" reflects cultural diversity. For Westerners, creativity is a novelty in general. They are focus on the existence of unconventionalism, curiosity, imagination, a sense of humor, and freedom based on creativity (Myordok, Ganim, 1993; Sternberg, 1985). Orientals, on the other hand, see creativity as a process of rebirth of goodness (Hui, Sternberg, 2002; Rudovich, Hui, 1997; Rudovich, Yue, 2000). Although Western and Eastern views on creativity are different, representatives of both cultures value this quality and possession of it (Kaufman, Lan, 2012).

Many educators believe that they do not have the ability to be creative. This can be justified for two reasons: first, most teachers are also unable to adequately explain what the concept of "creativity" actually means; second, they are unaware of what qualities are directly reflected in the basis of creativity.

At the same time, it should be noted that each person is creative by nature. Well, readers can get a glimpse of what creativity is all about. Patti Drapeau advises: "Even if you think you're not creative, I'm starting to organize classes that focus on creative thinking. In fact, it's not about whether you're creative or not, it's about putting lessons on a creative list and trying to put new ideas into practice."

Based on the above, the concept of "creativity" can be interpreted as follows:

Creativity (Lat., "Create" - creation, "creative" - creator, creator) - a creative ability that characterizes the readiness of an individual to produce new ideas and is part of the talent as an independent factor.

A person's creativity is manifested in his thinking, communication, emotions, certain types of activities. Creativity describes a person as a whole or its specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines the sharpness of the mind, "ensures the active involvement of students in the educational process."

According to E.P. Torrens, the concept of "creativity" is based on:

- advance a problem or scientific hypothesis;

- check and change the hypothesis;
- identify the problem based on the formation of the decision results;
- Sensitivity to the interplay of knowledge and practical action in problem solving.

Pedagogical creativity is the ability of a teacher to create new ideas that serve to ensure the effectiveness of the educational process, as opposed to traditional pedagogical thinking, as well as to describe the readiness to positively address existing pedagogical problems.

Due to the lack of creative qualities of the educator, the students also have interesting and wonderful ideas, but still allow delays in their expression. For this reason, the methods used in the learning process may not serve to develop students' free, independent thinking skills.

The tools and strategies recommended by scientists are useful for teachers in developing creativity in students, as well as developing students' interest and aspiration to study academic subjects.

The formation and development of creative thinking skills in an individual is a uniquely complex process. Therefore, the effective organization of this process requires its methodologically correct and rational organization.

Although creativity is often seen in children's activities, however, this does not guarantee that children will achieve creative success in the future. Only this or that creative skill on their part represents the possibility that they need to master the skills. When developing creativity in children, it is necessary to pay attention to the following:

- Encourage them to ask more questions and support this habit;
- Encouraging children's independence and accountability;
- creating opportunities for children to organize independent activities;
- Focus on children's interests.

Creativity in the learning process is reflected in the creation of creative questions that stimulate students' interest in reading, the use of various pictures, images, tables, symbolic expressions, giving students tasks such as finding interrelationships between ideas that are not related to the educational information.

If a child has an unusual question or solution that is different from others, it is not necessary to try to return it rudely, but to encourage him to think, and if he thinks wrongly, to direct his thoughts correctly requires great pedagogical skill from the teacher.

In order to develop creative thinking skills in a person, first of all, it is necessary to form in them critical thinking skills. When presenting the study materials to the students, the question "If ...?" ensures that they effectively master both objective and subjective thinking skills in the process of completing tasks.

We can conclude that the creation of opportunities for students to solve the learning task in several variants also gives an effective result in the formation of their creativity.

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