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## INTERPRETATION OF THE PROBLEM OF CREATIVE ABILITIES IN PEDAGOGICAL AND PSYCHOLOGICAL SOURCES

Toshboyeva Saidaxon Raxmonberdiyevna,  
TDPU Independent Researcher, Uzbekistan

**ABSTRACT:** The readiness of future teachers for creative activity can only be realized if the educational process of higher educational institutions provides a step-by-step education that reflects the mastery of pedagogical theory, methods and methods of solving professional-pedagogical tasks in a unique way. . Only then will there be opportunities to organize the educational process with new methods and tools, to introduce non-standard approaches to productive activities with students.

**KEYWORDS:** A unique way, pedagogical theory, methods and methods..

### INTRODUCTION

Acquiring pedagogical theory, methods and methods of solving professional-pedagogical tasks in a unique way not only ensures the readiness of future teachers for creative activities, but also creates in them professional personal motivation to promote new ideas.

B.M. Teplov, L.S. Vygotsky, S.L. Rubinstein, G.I. Famous scientists such as Baturina consider the psychological and pedagogical aspects of creativity to be the most important aspects in the formation of a creative personality.

In their work called "Pedagogical creativity", scientists V.A. Kahn-Kalik and N.D. Nikandrov pays special attention to the moral aspects of the ideal pedagogue. It is shown in the work that "creative process is the process of solving pedagogical tasks that constantly arise."

In our research work, we considered it necessary to study the problem of developing the creative abilities of future elementary school teachers, because modern society is an active participant in solving the psychological and pedagogical problems of the educational process and there is a need for a person who can improve his creative abilities to the maximum.

The research studies studied by us show that it is necessary to pay special attention to the development of creative abilities of future primary school teachers in the process of professional practice, because it is during this process that the knowledge acquired by future teachers , they will have the opportunity to apply and justify their qualifications and skills, to strengthen and develop their personal motivation to realize their opportunities, abilities and potential in real pedagogical activities.

M. Lutfulloyev, one of the leading scientists, said, "Formation of creative abilities of future teachers begins at the desks of pedagogical higher education institutions. "A graduate of higher

education should be a researcher and developer of new technologies of education and training," he says.

The literature that we have analyzed can be divided into three groups: the first group includes literature with a psychological-pedagogical definition of creative abilities. Among these are V.N. Druzhinin, A.N. Luke, R.S. Nemov, A.V. Petrovsky, Y. A. Ponomarev, S.L. Rubinstein, B.M. Teplov, M.G. Works of Yaroshevsky and other scientists are included.

The second group of literature includes the works of pedagogues of the CIS countries, where the definitions of the concept of creativity are revealed and the definitions themselves are formulated. These are Sh.A. Amonashvili, Y.K. Babansky, F.N. Gonobolin, V.A. The works of Levin and other scientists.

Special literature was placed in the third group. A number of scientists conducted independent studies on the development of creative abilities of students and the study of newly introduced aspects in the system of professional practice.

M. Lutfulloyev, studying the problem of creativity, puts forward the hypothesis that creativity is the most important factor of life and the source of all human blessings. The author offers various forms and methods of working with active and talented students. In our opinion, the creative process itself, forms and methods of creative development are of particular importance in the development of abilities.

The indicated pedagogical literature is highly focused on the problem we are studying, and for this reason we consider them as the main source. However, in these literatures, the problem of development of students' creative abilities in the process of professional practice has not been studied, and therefore, in order to improve the quality of education of students participating in practice, a comprehensive system of joint activities with teachers and students has not been developed.

Based on these concepts, it can be concluded that the development of students' creative abilities in the process of professional practice requires the use of special methods and the organization of creative thinking based on new principles.

We found it necessary to conduct research aimed at improving the process of professional practice by developing the creative abilities of future primary school teachers.

The urgency of this problem is explained by the increasing differentiation (classification) of modern school education, the emergence of new types of educational institutions, the expansion of the range of new educational technologies used by teachers, and the wide use of pedagogical innovations at school. In modern society, the change of the teacher's function is conditioned (originated) by the introduction of new innovative technologies. In front of our research work, the task of comprehensive preparation (teaching) of future primary school teachers to apply their creative abilities and use modern innovative technologies in the process of teaching and educating young primary school students is standing.

There are also a number of conflicts in the studied problem, the elimination of which will help to increase the effectiveness of developing the creative abilities of future primary school teachers in the process of professional practice. These conflicts exist between:

between society's need for specialists with a new level of creative activity and insufficient development of this problem in the science of pedagogy;

between the need to develop the creative abilities of future elementary school teachers in the higher education system in the process of professional practice and the fact that teachers of higher education institutions and primary school teachers in general education schools are sufficiently prepared to solve this problem;

between the possibilities of professional practice to develop the creative abilities of future primary school teachers and its actualization, which forms the content of the educational process, is insufficient.

The urgency of the problem of developing creative abilities is explained by the increased need of the society for a person who actively participates in solving the socio-economic problems of the country's development to the maximum of his abilities. Today, only a person who has a creative approach to his work will be able to solve the practical and theoretical tasks set before him by rapidly developing economic changes and scientific and technical progress.

Modern society requires the activation of the research and organization of the individual, his creative potential, the creative activities of future specialists, and the creation of conditions for their creative expression. Creativity is one of the main qualities of a primary school teacher, it is the guarantee of his success in professional activity.

Creativity is a product of human activity and independence, and its result is scientific discoveries, inventions, creation of new musical and artistic works, relief of new tasks in the work of doctors, teachers, artists, engineers, etc.

Creativity is a form of human activity, the result of which is the creation of material and spiritual values that are qualitatively new, socially significant, innovative, unique, unique, and unique. This is the highest form of human activity and independence.

Y.A. In Ponomarev's works, creativity - in a broad sense - is considered as a mechanism of development, a mutual activity that leads to improvement.

A.N. Luk made a significant contribution to the development of the theoretical foundations of the mechanism of creativity and creative ability. "Creative abilities do not turn into creative achievements by themselves," - notes the author in his book "Teaching to Think", - he believes that "power" that activates thinking mechanisms is needed to achieve creative achievements. In other words, it is necessary to have desire, will and motivational basis.

Creativity as a pedagogical problem is a multifaceted and complex process. Professional creativity has a bright subjective character, and the characteristics of the creator's inner world are expressed in his creative product. Professional creativity is determined by social and socio-cultural conditions. On the one hand, the socio-cultural values of society and the micro-environment determine the value orientations of the creator, on the other hand, the products of activity affect the public consciousness, develop existing orientations (directions). Consequently, the creative character of pedagogical activity comes from the nature of the pedagogical process, its management features and conditions of implementation.

The scientific works of N.G.Alekseyev, L.Y.Berikhanova, L.G.Borisova, P.Y.Galperin, F.N.Gonobolin, V.N.Druzhinin, V.I.Zagvyazinsky and other scientists are devoted to the

pedagogical and psychological-pedagogical aspects of the creative development of the individual and the realization of his capabilities, abilities and potentials. .

O.A. Abdullina, Y.P. Azarov, Sh.A. Amonashvili, Y.K. Babansky, S.G. Vershlovsky, F.N. Gonobolin, Y.B. Zotov, D.B. The theoretical aspects of the psychology of creativity are presented in the researches of Elkonin and other scientists.

Theoretical and practical aspects of the role and importance of professional practice in the process of forming a teacher's personality, conditions for its successful organization both in terms of content and technology, issues of using pedagogical technologies in the process of professional practice S.I. Arkhangelsky, G.I. Baturina, D.N. Bogoyavlensky, L.S. Vygotsky, T.A. Ilina, S.I. Kieselgolf, V.A. It is covered in the pedagogical works of Slastyonin and other scientists.

We believe that it is necessary to pay special attention to the development of the creative abilities of future primary school teachers in the process of professional practice, because it is during this process that the knowledge, skills and abilities of future teachers are applied, they will have the opportunity to strengthen and develop their personal motivation to realize their opportunities, abilities and potential in real pedagogical activity.

We can say that supporting and developing the intellectual and creative potential of students is an important pedagogical task of the educational system, because the development and training of future specialists fulfills the urgent task of forming the creative potential of society and rapid, social, scientific and technical development, culture , ensures further development of all spheres of production and social life.

Creativity can be considered a complex and painstaking work with its own purpose. It requires mental activity, intellectual abilities, volitional, emotional characteristics and a high level of work ability. The problem of creativity has always interested foreign scientists. Psychologists of the humanistic direction (J. Godefroy and R. Solso) "...when trying to find a creative solution to a problem, you should first remember similar problems that you have encountered. Education may lead to higher scores on a standard measure of creativity, but it is not yet known whether such experience helps produce the type of activity characteristic of people typically considered to be "creative."

Innovation (a new concept or phenomenon) as a criterion of creativity is the main word included in almost all definitions. However, different authors differ greatly in defining the meaning of the concept of innovation. Some emphasize the subjective nature of innovation, that is, its importance for the creator himself, and believe that it does not matter whether society recognizes this idea or not. Another approach notes that innovation can represent only specific aspects of an activity, for example, the processing of a known idea. The third category of authors emphasizes the social importance of news. Nevertheless, the term "innovation" is a formative concept for understanding creativity.

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