PEDAGOGICAL CREATIVITY – THE BASIS OF MODERNIZATION OF THE SYSTEM OF EDUCATION

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Abstract. Problems of training are most important problems of educational policy of the Republic of Uzbekistan. Realization of this task is connected with formation of professional competence of future specialists, development of their creative abilities. The profession of the teacher demands special creative approach to process of training and education of the modern personality. In this article specifics of pedagogical creativity are opened, mechanisms of creative activity, the teacher and a way of its activization are defined. The author noted features of pedagogical thinking in the process of formation of the personality which treat originality, flexibility, criticality of the thinking, the associated adaptation to a certain pedagogical situation, readiness of memory for perception of the systematized knowledge rich imagination, etc. Expressly also value of the best practices for development of pedagogical creativity, ability to transform it and to enrich. The special attention in article is paid to development in students – future teachers of skills of carrying out the experimental, research work directed on searches of earlier unknown regularities, improvement or creation of new forms, methods and tutorials and younger generation education.

Keywords: creative thinking, teacher, critical thinking, students, education, training, psychology, contact.

The changes happening in educational policy, influence nature of professional activity of teachers. Social and economic transformations of society as a whole, market and competitive character of the relations of educational institutions, strengthening of humanitarization of an education system staticize the innovative activity of teachers promoting effective permission of arising problems. Innovative activity focuses the teacher on the future, on the latest developments of science, and innovatively working educational institutions gain competitive advantages and by that advance in the development other structural elements of an education system. It is accepted to understand activity which provides transformation of ideas into an innovation as innovative activity, and also forms a control system of this process. It is the purposeful pedagogical activity based on judgment (reflection) of own pedagogical experience by means of comparison and studying, change and development of teaching and educational process for the purpose of achievement more good results, receiving new knowledge, creation of qualitatively other pedagogical practice.

Creative characteristics of pedagogical activity causes special style of cogitative activity of the teacher, connected with novelty and the importance of its results, causing difficult synthesis of all mental spheres (informative, emotional, strong-willed and motivational) the identity of the teacher. The special place in it is taken by the developed requirement to create which is embodied in specific abilities and their manifestation.

One of such abilities is the integrative and high-differentiated ability to think pedagogically. Efficiency of professional activity of the teacher depends not only and not so much on knowledge and skills, how many on abilities to use information given in a pedagogical situation in various ways and at fast speed. The developed intelligence allows the teacher to learn not the separate isolated pedagogical facts and the phenomena, and pedagogical ideas, theories of training and education of learners.

The personal sense of professional activity demands from the teacher of sufficient degree of activity, ability to operate, regulate the behavior according to the arising or specially set pedagogical tasks. Self-control as strong-willed manifestation of the personality opens the nature and the mechanism of such professional lines of the identity of the teacher, as initiative, independence, responsibility, etc.

– It is more regulated in time. Stages of creative process (emergence of a pedagogical plan, development, sense realization, etc.) are among themselves rigidly connected in time, demand expeditious transition from one stage to another; if in activity of the writer, the artist, the scientist are quite admissible, often even are
necessary, pauses between stages of the creative act, in professional activity of the teacher they are almost excluded; the teacher is limited in time by the number of hours, taken away on studying of a concrete subject, the section, etc. During educational occupation there are assumed and not the estimated problem situations demanding the qualified decision, which quality, the choice of the best version of the decision can be limited owing to the specified feature, owing to psychological specifics of the solution of pedagogical tasks.

- Delay of results of creative searches of the teacher. In the sphere of material and spiritual activity its result at once materializes and can be correlated to a goal; and results of activity of the teacher are embodied in knowledge, abilities, skills, and forms of activity and behavior of learners and estimated very partially and relatively. This circumstance significantly complicates adoption of the reasonable decision at a new stage of pedagogical activity. Developed analytical, predictive, reflexive and other skills of the teacher allow expecting and predicting result of its professional and pedagogical activity on the basis of partial results.

- Co-authorship of the teacher with learners, colleagues in the pedagogical process, based on unity of the purpose in professional activity. The atmosphere of creative search in teacher's and student's collectives acts as a powerful stimulating factor. The teacher as the specialist in a certain field of knowledge during educational process shows to the pupils the creative relation to professional activity.

- Dependence of manifestation of creative pedagogical potential of the teacher from methodical and hardware of educational process. The standard and non-standard educational and research equipment, technical providing, methodical readiness of the teacher and psychological readiness of learners for joint search characterize specifics of pedagogical creativity.

The world practice repeatedly proves that blossoming of culture, economy, and growth of welfare of any state is inseparably linked with a development of education and sciences. In the Republic of Uzbekistan through education can be solved not only problems of modernization of the country, but also a problem of further development of independence and the sovereignty.

Teachers of schools, the academic lyceums, colleges and higher educational institutions are engaged very difficult, according to difficult in, however, noble and honourable cause. They bring up people, conducting them to perfection tops. That competently and skillfully to perform this work, the teacher needs to approach to the organization of educational process creatively.

Creativity problem – one of the most actual for the teacher as in the most general plan all its pedagogical activity has creative character; is its highest step, and also it is directed on improvement or creation of new forms, methods and means of pedagogical activity, processing of own experience of the teacher, also assumes existence at the identity of abilities, motives, knowledge and abilities thanks to which the product, differing is created by novelty.

Specifics of pedagogical creativity are shown that process of creation of the personality becomes its object. The teacher has an installation on search of the most effective decisions; it possesses ability to see a problem, to reveal contradictions, and imitation, amazement, intuition, the imagination, the developed imagination serve as mechanisms of activization of pedagogical creativity.

There are whole systems of the style forming of features of creative activity which are shown and fixed in steady intellectual qualities of the creative dynamic personality:

1. Originality of thinking is important intellectual quality in which creativity is shown. It is expressed in independence of thinking, or in independence of the judgments which sign is originality, i.e. to see it in a new light, and also singularity of decision.

2. Ease of association is considered as ability of thought to fast and free switching from one-way traffic to movement in the return. Near this quality the imagination, or the creative image, as ability to cause certain components in consciousness and to create from them new psychological educations always is called.

3. Flexibility of thinking is characterized by free switching from one intellectual operation on qualitatively another.

4. Criticality of thinking is in a broad sense considered as strictly controlled relation to arriving information and expressed in ability to feel, what ideas should be developed and what to reject.

5. Readiness of memory as intellectual quality of the personality is important need because creative activity in any area assumes preliminary mastering rather large volume of well systematized knowledge.

Development of creative potential of the teacher is promoted by his experience which gives the chance to look for new ways, ways of the organization of the activity.
Pedagogical experience should be considered as set of professional knowledge, skills, and also the habits constantly applied in practice of training and education and giving a certain effect. The best practices as a stimulator of creativity realize progressive tendencies of domestic school i.e. rely on scientific achievements, create something innovative in means and methods of the pedagogical influence, not taking earlier place in experience of teachers.

Such pedagogical creativity of the teacher at which in the center of attention there are ways of training of the student to life and further activity, methods of training in self-education, self-organization, self-checking is productive.

Such pedagogical creativity which is guided only by formal observance of rules, the instructions dictated by bodies of administrative management is unproductive.

Summing up the result told, it should be noted that creativity in pedagogical practice is shown:

– in effective application by someone of the created experience in new conditions;
– in improvement known according to new tasks; in development of scientific development and their development;
– in ability to prove the intuitive and in advance prepared decisions;
– in ability to dream, see near and far prospects;
– in ability to develop idea and to see a set of options in its decision;
– to reveal earlier unknown regularities of training and education;
– in ability to conduct experimental, research work.

Creativity for the teacher is a source of self-expression, self-affirmation. Development of pedagogical creativity of the teacher – the important prerequisite of successful development of the identity of the learner.

References


