

CREATIVITY - THE BASIS OF PEDAGOGICAL CREATION

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ABSTRACT

This article highlights the challenges facing the educated person and the aspects that need to be emphasized in order to improve their creativity, as well as legal decisions and the results that scientists have proven. At the same time, it is about the role of pedagogical technologies in the development of the educational process in improving the effectiveness of education today.

Keywords: Pedagogy, technology, thinking, methodology, model, ability.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Declaration of education in the Law of the Republic of Uzbekistan “On Education” (1997) as a priority in the social development of our state places a great responsibility on pedagogical science. The revival of our rich scientific, spiritual, cultural and religious heritage, combining them with the demands of the modern spirit, contributes not only to our own, but also to the national spiritual and socio-economic development.

The stream of pedagogical technology was born in the USA and covered almost all developed countries in the 1970s and 1980s and was approved by UNESCO. In this regard, pedagogical technologies play an important role in improving the efficiency of education.

Pedagogical Technology (PT) is a field of knowledge through which the 21st Century revolution in our country, the teaching activities are renewed, the students are systematically formed with a sense of optimism, a thirst for knowledge, a love for the Motherland. The basic idea behind education is also humanism, which understands nature and humanity, and endorses authoritarian and false thinking, such as tolerance, contentment, respect for the opinions of others, national cultural and universal values. To what extent is the solution to this issue related to educational technology? The concept of technology came to science in connection with technical progress in 1972, and the Greek word is a science, composed of two words technos (technt) - arts, crafts and logos (science). However, this expression does not fully describe the modern technological process. The technological process always involves a specific sequence of actions using the necessary tools and conditions. More precisely, the technological process is the work of a worker to create products as a result of the step-by-step effect on labor facilities using labor weapons. That is, the software is a process of influencing students (students) in a particular environment through the use of a teacher's (tutor) tools, and the intensive formulation of a person's pre-established qualities as a product of that activity.

R.N. Yusufbekova considers the previously unknown and unrecognized phenomenon in the teaching and education of pedagogical innovation as a possible change in the pedagogical reality, leading to emerging theory and practice.¹

¹ **The method of teaching musical disciplines is an innovative and methodical complex. M.Akhmedov. T., 2013, 21-p.**

In pedagogical innovation R.N.Yusufbekova distinguishes three blocks of structure of innovation process:

The first block is a new separation block in pedagogy. These include the new classification of pedagogical innovation, the conditions for the creation of new ones, the norms of innovation, the willingness to learn and use the new, the stages of tradition and innovation, and the creation of new ones in pedagogy.

The second block is the block of new perception, assimilation and evaluation: the pedagogical community, the diversity of the process of assessing and mastering the new, the conservatism and innovation in pedagogy, the innovation environment, and the willingness of pedagogical societies to understand and evaluate the new. The third block is a block of new use and introduction, ie laws and types of introduction, use and widespread introduction of the new one. Innovation by M.Potashnik processes are of interest. It provides the following structure of the innovation process: The effective activity of a high school teacher is linked to his deep and varied professional knowledge, teaching techniques, and the psychological basis of his work. In the solution of these tasks a special attention is paid to the personality of the teacher.

There are serious requirements to the personality of a high school teacher. They are deeply studied by educators and psychologists. The most important requirement for a teacher's personality is his or her professional qualifications, but it is impossible to do without teaching.

A high school teacher must also meet such requirements to elevate her to the level of person who will form a highly qualified future specialist.

High school teacher has the following important and permanent requirements:

- correctly assess the political, social and economic dimensions of the development of society;
- have developed the standards for the formation of future professionals that are necessary for society at a particular stage of development;
- love of pedagogical activity;
- have special knowledge in their field;
- be intelligent;
- pedagogical feeling;
- high maturity;
- high level of general culture and morality;

Excellent knowledge of pedagogical technologies. Additional requirements for a teacher are: accessibility, art, fun, good taste and more.

The foregoing are not inherent traits of a teacher, but are the result of a systematic and continuous work of the teacher and a great service.

Personnel Requirements - According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 5 dated January 5, 1998 "On the development and implementation of state educational standards for continuous education", the National Program for Personnel Training defines a set of requirements for modern pedagogical staff. This set of interconnected requirements constitutes a generalized model of the educator.

The basic requirements for the general model include: teaching skills; the ability to train; personality traits that provide a human factor in the educational process; the ability to objectively evaluate and control students' knowledge.

Qualifying requirements in the framework of the general model represent the "look" of a modern teacher of a university, academic lyceum or professional college. They meet the requirements of the National Program and provide competitive training. Qualification requirements are differentiated according to specific areas of the teacher's general model.

The main tasks of a high school teacher are: to teach students; methodical work, study, generalization, dissemination of pedagogical experience of teachers, participation in scientific researches, course works (projects), diploma works. The most important and most important task of a teacher is to educate students. The teacher should be able to teach the students well through the new curriculum, ie equip students with the basics of science. That is why any subject teacher should conduct each class at a high level, both scientifically theoretically, meaningfully, deeply, ideologically, politically correct, meaningfully, deeply, and ideologically.

The teacher must first and foremost acquire the theoretical knowledge, that is, the knowledge of theoretical bases of the educational process, the methods of science, literature, art, ethics, aesthetics, law, science and technology. The teacher of higher education should not only acquire theoretical knowledge, but also have practical skills and abilities: to equip students with scientific knowledge, skills and abilities on the basis of pedagogical and psychological knowledge, to be able to plan educational work, ability to choose the optimal form, methods, methods, students' ability to organize collective, individual activities, public work, sports and other educational activities It is the ability to make and carry out the duties.

These skills and skills are systematically enhanced by teachers, through their knowledge, science, pedagogy, psychology and other fields, as well as by enhancing and enhancing their theoretical knowledge by examining and integrating the experience of leading teachers. Knowledge, skill, prestige and ethics of the teacher are the most important conditions for successful, effective and effective teaching and educational work.

The teaching profession requires exceptional general and private skills. The success of professional and pedagogical activities depends on the individual pedagogical skills.

The following groups of pedagogical abilities differ: sensitivity to the object (student); communicativeness - face-to-face, good-natured, communicative; Perceptual abilities - professional maturity, empathy, pedagogical feeling; personality dynamics - the ability to influence and logically convince the will; emotional stability - self-control; creativity - creative ability.

The personal skills of a teacher include the acquisition of knowledge, skills and abilities and the ability to nurture a person. Teaching, learning and teaching skills include: the ability to see and feel a student's understanding, to set the level and character of such understanding; ability to independently select teaching material, to identify effective teaching methods and techniques; sufficient material to make it accessible to all students ability; ability to organize the learning process, taking into account the individuality of students; ability to use pedagogical technologies in teaching; the ability of students to organize large-scale development; ability to improve his teaching skills; the ability to share her experience with others; ability to learn and improve independently.

Pedagogical skills focused on the pedagogical process include: the ability to properly evaluate the other person's inner state, to express sympathy and empathy (empathy ability); ability to be

an example to imitate; ability to take into account individual characteristics in the process of education; the ability to find the right way to communicate, to find a place, to agree; the ability to gain respect, to have a reputation among students.

Based on scientific research in the field of pedagogy and psychology, we believe that the teacher's pedagogical abilities can be classified as follows. In summary, the future of each society is determined by the level of development of the education system that is an integral part of it. Work on reforming the education system in the country, continuing steadily on the strategic path of strengthening independence and embarking on the path of economic liberalization, introduction of advanced technologies of developed countries, organization of education based on our national values, efficient and effective implementation of this process has now reached the level of state policy. The organizational, scientific and methodological foundations of reforming the system of continuous education have been created in the country. The main components of the National Program for Personnel Training are individual, state and society, continuous education, science and production, which are interrelated. The fact that some of the issues related to vocational training are not reflected in the practice of pedagogical education also makes the improvement of relevant teaching methods.

In summary, the future of each society is determined by the level of development of the education system that is its integral part. Reforming the education system in our country, which continues steadily on a strategic path to strengthening independence and is embarking on economic liberalization, introducing advanced technologies in developed countries, organizing education based on our national values, and effective implementation has now reached the level of public policy. The organizational, scientific and methodological foundations of reforming the system of continuous education have been created in the country. The main components of the National Program for Personnel Training are individual, state and society, continuous education, science and production that are interrelated. The fact that some issues related to vocational training are not reflected in the practice of pedagogical education also makes the improvement of relevant teaching methods relevant.

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