

PEDAGOGICAL CONDITIONS AS A MEANS OF FORMING CREATIVITY IN FUTURE SPECIALISTS OF SOCIAL AND CULTURAL ACTIVITY

Miryusupova Nargiza Shavkatovna

Senior Lecturer, Department of Pedagogy and Psychology, Institute of retraining and advanced training of managers and specialists of preschool educational institutions, Tashkent, **UZBEKISTAN**

ABSTRACT

The article discusses the creative interaction of the teacher and student in the learning process and the formation of special pedagogical conditions aimed at the development of creativity. Much attention is paid in the article to the formation of sustainable motives for learning and personal development of future specialists in socio-cultural activities, including targeted complication of goals, improving the content of educational and creative work, and methods aimed at personal development. This article also developed recommendations for the formation of creativity of future specialists in socio-cultural activities.

Keywords: Socio-cultural activities, pedagogical conditions, the formation of creativity, personal development.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The creative personality of a specialist becomes the most demanded by society in modern economic conditions, since it requires a person to have qualities that allow him to creatively and productively approach any life changes and adequately respond to them. Pedagogical research shows that only focused training provides a high level of development of creative personality traits. The legislative base of the educational sphere in the field of specialist training has formulated and created the prerequisites for the transition of traditional pedagogy to personality-oriented pedagogy. A social purpose is imposed on a specialist in the sociocultural sphere, which consists in introducing people to culture, creating conditions for their self-realization, spiritual development. In this case, professionalism alone is not enough, a creative approach to business is also required. The process of professional training of specialists in the sociocultural sphere has revealed contradictions between the need of society for creatively thinking leaders and the insufficiently developed methodology and theory of the formation of creativity, as well as the insufficient use of these opportunities.

The purpose of this study is to study pedagogical conditions aimed at creating the creativity of future specialists in socio-cultural activities.

To achieve this goal, theoretical research methods were applied, including analysis and synthesis of scientific, methodological and pedagogical literature and empirical methods, which include the study and generalization of the experience of socio-cultural activities in universities, observation; Conversations analysis of student creativity.

The research materials were theoretical and experimental studies in the field of theory and methodology of vocational education, statistics in the field of vocational education, curricula and programs, as well as materials from official websites.

The concept of “socio-cultural activity” is not unambiguous, but each of the existing concepts enriches it with new facets and aspects. This term is disclosed by key concepts such as “culture”, “education”, “leisure organization”, “social pedagogy”, “socialization”, “cultural activity”, that is, those areas of activity that are closest to the person, his spiritual, moral development with health-saving technologies and social protection.

Creation of a creative product, the ability to flexibly respond to non-standard situations and organize a joint creative process that allows transforming the surrounding reality, organizing social and cultural events to meet the cultural needs of the population, increasing their spiritual and moral level, and developing creativity are professionally important qualities of specialists in social and cultural activities. Creativity implies the ability to create conditions for the development of the inner world of people, the dissemination of cultural values, to introduce effective technologies to solve pressing problems of the socio-cultural sphere of the region, as well as the ability to create a favorable environment when solving cultural and leisure tasks [1]. In the learning process, the best traditions of national cultures are mastered, students are required to participate in organizing cultural events in the region, city, republic, and solve creative problems. Consequently, the graduates of a modern university are tasked with finding new creative solutions for the types of activities that he must carry out, as well as creating new types of activities in connection with the emergence of something qualitatively new and open as a result of creativity. Thus, creativity is an important quality of a specialist in socio-cultural activities, which refers to the important professional features of the most creative personalities.

Creative people have always been interested in psychologists, educators, and culturologists. D.B. Epiphany, V.N. Druzhinin and others considered creativity as a general ability for creativity. Such indicators of creativity were identified as the orientation toward creativity, the features of a creative personality, the need for knowledge, independence, the formation of which is influenced by the external environment, social environment, and personality abilities [5, p. 319]. Creativity itself and the process of its formation are based on scientific knowledge, without which the development of personal abilities and professional qualities is impossible. “Today, however, it has become clear that in the study of the structure and dynamics of scientific knowledge, a new cognitive orientation is needed, associated with the identification of the relationship of conscious and unconscious elements of knowledge, with the critical reflective orientation of scientific consciousness on its own assumptions and premises. In reflection, the purely personal aspect is of great importance. Reflection, as an immanent-subjective property of a person, has an objective determination. In reflexive comprehension, the thought process is aimed at the subject of cognition and at itself, which explains the unity of the objective and subjective sides of cognition” [3, p. 23]. It follows from the foregoing that psychological and pedagogical research provides an understanding of creativity as the highest level of intellectual activity of thinking, “creativity”, “creativity”, as personal qualities that contribute to the formation and manifestation of creativity. The social life of modern Russia is undergoing changes in all areas of activity. And to date, requirements for such personal qualities as openness to new experience, a penchant for innovation, and a creative attitude to activities have increased. Many psychologists and teachers who work in education tend to choose the most effective types of activity for analysis. One of these types is work on the development of creativity, creative abilities, which is manifested in the development of thinking, communication, activity. “Advanced technologies should not become an integral part of the educational programs of higher professional schools not tomorrow, but today. In this regard, it is necessary to search for new technologies for working with students, including the process of individualization in educational activities, as well as the affordable assimilation of educational material” [7, p. 360]. The professional formation of the creative personality of a

specialist in the socio-cultural sphere in the conditions of an educational institution is a whole educational process, contributing to the functional readiness of a student for professional activity, as well as forming him as a creative and socially active person.

In the learning process, the creative interaction of the teacher and student is important, as well as the creation of special pedagogical conditions aimed at the development of creativity. The fact is that not only the teacher educates the student, but the student himself affects the education of his teacher. Today, the student came to the lesson completely different from what he was yesterday. And the teacher himself has changed, has become emotionally and intellectually different. And the level of professional culture of future specialists is also directly dependent on the level of professional skill of the teacher. A student with a low level of professional culture is an almost untrained specialist to carry out his professional duties. Therefore, it is necessary to expand the experience of students in order to create sufficiently strong foundations for their creative activities. The more they see, hear and experience, the more they learn and assimilate the material, the more elements of reality they have in their experience, the more significant and practical, other things being equal, their imagination will act. Therefore, new psychological and pedagogical conditions for the development of creativity among specialists in socio-cultural activities are laid down, such as the development of initiative, the provision of freedom and creative independence for students, as well as special work on the development of creative abilities.

John Gowen, Treffinger and other foreign researchers believe that other conditions are required for the development of creativity. So, John Gauen saw and theoretically substantiated the need for a comprehensive understanding of creativity [6, p. 296]. He recommended that parents support their children's creativity and sympathy for early failures, avoid an unfavorable assessment of the child's creative efforts, allow him to do his own thing, help them cope with disappointments when they remain incomprehensible to their peers in the process of creative search, and They would also help the child to appreciate the creative personality, find words of support for his new creative endeavors, as the child seeks to create not only for himself, but also for those he loves.

The process of developing the creative potential of university students is based on pedagogical conditions, and they are realized through the formation of sustainable motives for learning and personal development of future specialists in socio-cultural activities, including targeted complication of goals, improving the content of educational and creative work, and methods aimed at personal development. The main condition for the training of future highly qualified specialists in socio-cultural activities is the development of their mental abilities, the formation of creativity, internal motivation, due to value orientations and expected learning outcomes. The ability to creative development and the formation of a creative perception of their professional activity by a future specialist is associated with the meaningfulness and value status of these qualities in the structure of the student's consciousness.

The inclusion of these qualities in the system of personal values and value orientations by the student takes them to a new level in the structure of his activity. "Value is a sustainable value of ideal and material phenomena and objects, based on subjective preferences and involved in the sphere of human life and activity with its needs and interests, goals and objectives and manifested for granted, norms, ideals" [2, p. 156]. The result of the inclusion of creativity in the value system is a highly qualified specialist, that is, a graduate with a high level of development of cognitive activity, ready for continuous self-knowledge and creative self-development in all areas of professional activity. "A conscious attitude to the surrounding

reality, ... value comprehension through the individual's own interests and goals, is the main source of security" [2, p. 157] the spiritual and professional integrity of the future specialist.

In turn, three types of conditions can be distinguished: situational, personal and favorable conditions, which ambiguously and in different ways affect the creative activity of a specialist in socio-cultural activities.

The situational conditions that adversely affect a person's creative abilities include: time limit, stress, increased anxiety; desire to make decisions quickly; strong or too weak motivation, etc.

Personal conditions that negatively affect the creative process include self-doubt, low self-esteem, self-confidence, negative emotions. Among the favorable conditions for creative thinking, the following are distinguished: self-confidence, aptitude for risk; lack of fear to seem special, well-developed sense of humor; love of fantasizing and making plans for the future, etc.

Summarizing the system of educational activities for the development of creativity of future specialists in the socio-cultural sphere, it is necessary to take into account a number of the following pedagogical factors:

firstly, external conditions, including socio-economic, scientific-technical, socio-cultural, spiritual and moral;

secondly, the internal conditions that determine the social, spiritual, moral, scientific and technical condition of the educational process at the university;

thirdly, the environment in which the development of creativity is carried out. Specification and definition of the goals of each lesson, the development of interest in educational and creative activities, the professional orientation of training, a healthy creative psychological climate in the team, the public sphere of activity, etc. ;

fourthly, activity and axiological approaches to the education of specialists in socio-cultural activities. It is important to take into account the nature and laws of changing leading activities in the formation of personality.

Of particular importance is the idea of a harmoniously developed personality, including the development of a fair society, which is likely to provide conditions for each person to realize the opportunities laid down in him. It is the activity and axiological approaches that contribute to the formation of a harmoniously developed personality and the formation of its value orientations, based on the understanding of the existing external conditions. "Value orientations, in relation to material and spiritual values existing in society, are given not just as a certain amount of knowledge, but as a system of cognitive formations - representations, concepts, ideas. The formation of value relationships occurs when the subject is faced with a certain choice or some problems arise in satisfying his needs. In the life of a subject, value relationships are a system of norms, assessment criteria, imperatives, forming the motivational structure of the individual, which determines the direction and scope of his actions and activities "[4, p. 221]. Creativity as a motive of activity contributes to the formation of professional qualities of a future specialist.

The following factors contribute to the formation of creativity in the process of learning at a university:

1. Creation of a favorable creative development environment;
2. The formation of the student's internal motivation for creative activity, interest in creative educational tasks;

3. Creating conditions for the involvement of students, solving creative problems in the preparation and conduct of events, festivals, contests, which take place both in higher education institutions and on the sites of the city, republic;
4. Creativity and professionalism of the teacher himself;
5. Accounting and use of individual characteristics and capabilities of students, as well as their creative self-realization.

CONCLUSION

Currently, teachers and future specialists in socio-cultural activities need to create and take into account special pedagogical conditions for the formation of creativity in the learning process. Only in the joint activity of the teacher and student in the learning process does interaction occur aimed at the development of creativity. Creativity is an important quality and requires the ability to create conditions for the development of the inner world of people, the dissemination of cultural values, the introduction of effective technologies to solve pressing problems of the socio-cultural sphere.

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