

THE NECESSITY OF CREATIVE EDUCATION IN PEDAGOGICAL PRACTICE IN TODAY'S PERIOD SIGNIFICANCE

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ABSTRACT

This article analyzes the necessary importance of creative education in pedagogical practice and the development of creativity in education and pedagogical practice as the basis of modern education policy oriented towards a sustainable future. The article highlights the importance of three approaches to creativity and creative teaching: enactivism, systems approach, and multi-world concepts.

Keywords: *Creative concept, pedagogy, many worlds of thinking, systematic approach, creativity, worldview, education.*

АННОТАЦИЯ

В данной статье анализируется необходимая значимость творческого образования в педагогической практике и развитие творчества в образовании и педагогической практике как основа современной образовательной политики, ориентированной на устойчивое будущее. В статье подчеркивается важность трех подходов к творчеству и творческому обучению: энактивизма, системного подхода и многомировой концепции.

Ключевые слова: *Креативная концепция, педагогика, многомирие мышления, системный подход, творчество, мировоззрение, образование.*

INTRODUCTION

In the era of globalization on the problem of using creative technologies in the modernization of the education system is becoming an urgent issue today. According to the demand of the times, there is a need to move to new, innovative methodological solutions, such as creative educational technologies, which lead to creative and constructive approaches in solving the problems of the pedagogical process, in which the interests and values of the individual are formed. The main component of the organization of educational activities. Creative technologies help to ensure that students' interest in science, which appeared at the beginning of their studies, is strong and stable, to develop creative thinking and independence. In our opinion, it is true to say that creative technologies help students to acquire strong and deep knowledge, the ability to use it, and also to acquire it during their professional activities in the future.

Today, the fact that a clear definition of the concept of creative thinking has not been fully developed requires a dialectical approach to the problem. For this purpose, author's definitions of the concepts of thinking, creative thinking, formation of creative thinking were given: thinking is a process of personal cognitive activity, characterized by a direct and generalized reflection of reality. Thinking embodies interdisciplinary research, complex sciences; creative thinking is one of the higher levels of thinking, it means the connection of thoughts based on consistency and sequence, and it reflects an important aspect of a person's creative activity; formation of creative thinking - as a whole system includes the purpose of education, teacher's activity, student's activity, educational result, educational content, form, methods and tools. These definitions give the opportunity to form an active member of a democratic and humane society.

It is important to teach the elements of logic in pedagogical higher education institutions. Based on this, improving the quality and effectiveness of teaching logic elements, improving its teaching content requires improvement of the methodology of teaching subjects using logic elements. Within the framework of the implementation of the tasks related to the solution of this issue, the logic elements of educational institutions of pedagogical higher education institutions, educational programs, literature and scientific researches related to the field were studied and analyzed, interviews with experienced teachers were conducted. were visited, teachers' and students' opinions were studied.

An appropriate set of creative knowledge and skills is considered as the content of creative literacy. The development of students' creative literacy can occur spontaneously, that is, in the process of studying various subjects without a special plan and system, in the framework of appropriate courses that provide for the study of logic, which is controlled, specially organized, appropriate for the purpose.

According to TAKondrashenkova, the formation of creative knowledge does not happen by itself in the process of studying the main content of a subject. The research of many psychologists has shown that it is appropriate to consider the creative actions of thinking as an object of special mastery in the teaching process. In this case, one of the main goals of higher education should be the formation of students' creative and general creative knowledge.

DISCUSSION AND RESULTS

Based on the changes in the field of education, the needs of all disciplines, the opinions of experts in the field of teaching elements of logic: elements of logic should be a special study subject in pedagogic higher education institutions; elements

of logic are given more widely in pedagogic higher education institutions; It is desirable that the elements of logic should be studied integrally at all stages of the educational system. A. Savenkov enumerates the following principles of development of creative thinking in students: use of divergent and convergent types of problem setting and solving, i.e. training in thinking is not carried out uniformly, but rather by developing the setting of a problem in an issue to go; educational material is updated with the latest important information, continuous development of problem setting and solving; the harmony of the student's ability to apply his knowledge and skills in practice with the expansion of the scope of creative thinking of the student; o the student can express that he has acquired new knowledge in his actions and practices; he can show intellectual initiative and know how to solve the problem; in this case, "intellectual initiative" is the student's deeper understanding of the problem in solving various educational and creative issues. is manifested in the independent desire to see, to find original and alternative solutions; to avoid conformism, that is, to eliminate ideas and situations that lead to wrong solutions; skills of a critical approach to the analysis of ideas are formed; seeking to investigate the problem in depth;

to achieve critical thinking in educational activities, that is, to achieve independent research in researching and solving problems; achieving individualization - developing personal qualities of students participating in the educational process and creating conditions for each student to fully express himself as a subject of the process; creating a problematic situation - between students being able to devise and direct the creation of a problematic situation.

LMPerminova describes it as follows: "In modern society, students should thoroughly acquire general knowledge about world and environmental changes in a short period of time. Therefore, development of students' creative thinking, formation of competencies such as formation of effective thinking operations and finding rational solutions to problems in problematic situations is one of the main tasks facing future pedagogues today"[1].

Researcher EA Alyabeva writes in her scientific article "Creative thinking and development of point through play in 5-8-year-old children" that formation of creative thinking methods is a type of cognitive activity of students. Also, the development of creative thinking happens very spontaneously (suddenly). Most students do not learn the basic features of thinking not only in high school, but also in higher educational institutions [2]. Such views of the author, by themselves, increase the need for quick solutions to the issues of development of students' creative thinking and didactic improvement.

Among others, according to pedagogue YV Veselovskaya, issues such as noticing errors in students' thinking, being able to determine the cause of these errors, correctly forming a sequence in thinking, special operations in the thinking system, are now considered to be in need of new pedagogical knowledge [3]. Indeed, according to this definition, teaching practice is a special didactic problem. But now in world pedagogical practice, some tendencies to solve this problem have appeared. One of them is to pay more attention to the formal aspect in the teaching process.

Creative thinking, questioning, interactivity and play, emotional intelligence and imagination, awareness and perception, self-determination and risk-taking by teachers and students creativity is becoming an essential component of demanding learning spaces. In creative pedagogy, the teacher's role changes from a manager to a participant, that is, the learning environment becomes an open learning space where mutual stimulation and personal growth occur. Creative pedagogy emphasizes the creative and practical acquisition of knowledge by students, which, in turn, becomes a means of acquiring new knowledge, as well as thinking and interactive action, which is the key to the formation of the ability to respond to innovative problems. leads to social development.

The teacher's creativity stimulates the development of creative abilities in students. It should be noted that the teacher's creativity is manifested both in the content (presented material) and teaching methods. Opening the creative abilities of students has a positive effect on the teacher, encourages him to improve the creative methods of teaching and upbringing, to improve his teaching skills. These direct and feedback relationships are mutual, self-reinforcing, and create a synergistic effect, or holistic effect, that is greater than the components of the entire educational system, and its consists of changing parts. In this process, creative pedagogy leads to the emergence of a creative learning environment in education.

A number of scientists have conducted research on creativity. Creativity can be found in various spheres of spiritual, socio-practical and daily activities of a person. According to H. Gardner's concept of multiple intelligence, creativity can be linguistic, logical-mathematical, spatial, physical-kinesthetic, musical, intrapersonal, naturalistic [1].

Creativity is a personal quality and characteristic of a product, commodity or service that is required in modern society [2,3]. Creative pedagogy is participative pedagogy, that is, it is based on properly organized interactions between the teacher and students. This article examines creativity in education, also known as creative pedagogy [4, 5]. We did not go into detail in the article about specific educational

practices, as well as creative technologies and tools used by individual teachers. The opinions expressed here are purely philosophical and methodological.

For the modern philosophy of education, in our opinion, three interrelated approaches are important: 1) enactivism, based on the idea of active integration of the cognitive subject into his activity environment, 2) systemic approach, based on the theory of complex systems, and (3)) an approach based on the understanding of the multifaceted nature of the world, the use of methods of interactivity and participation, bricolage (the ability to create something new from existing things) and multidimensionality (creating a world of several thoughts and actions).

Enactivism.

The traditional approach is replaced by a dialogue approach and cooperative pedagogy, when the teacher knows everything in advance and instructs the students to learn and complete the tasks. becomes an educational adventure for the teacher and students, everyone becomes an equal participant, and it changes both sides of the learning process. Plato also said that the student is not a vessel to be filled with ready-made knowledge, but a torch to be lit. One of the experts in the field of education, AGAsmolov, comments on the transition to the pedagogy of cooperation and co-creation as follows:

The function of education has changed: from education as a transfer of knowledge, skills and opportunities to education as an industry of opportunities (different motives, actions and meanings). Today, books and textbooks that motivate, suggest changes and develop subjectivity are successful. Modern pedagogy should abandon the behaviorist approach. The main ideas of modern education: the idea of a free person, the idea of development, the idea of self-awareness, the idea of responsible choice, the idea of complex tasks [6]. The methodological approach here is the concept of activity, which has been developed in recent decades in cognitive science. In its framework, the inseparability of the knower from the known, the cognitive tool from its operating environment, the active mind from the world, and their interdependence are emphasized. Enactivism is, firstly, another conceptual expression of structural connectionism, coevolution of living things, active interactionism, and secondly, constructivism. Metaphorically speaking, a living organism, created and developed as a complex system, experiences the world, opposes it, but is also affected by the world. Both the system and the environment are interactive. They build and change each other. If the process of cross-testing them does not end with the collapse of the system, as a result, they will be mutually compatible with each other. The system actively adapts to the environment, which, in turn, leads to the same "feedback". The process of establishing their coexistence,

regulating their joint "life" is called the process of co-evolution, the result of this process is the structural connection of a complex system and environment (in living nature - an organism and its habitat). As for the educational practice, it is systematically connected with the teacher or students, and together with them, it is in the process of evolution and mutual construction, creativity and creative growth. The educational environment itself, the spirit of the classroom or university auditorium, nurtures the teacher as a master of his work, and the schoolchildren or students as free, critical and creative thinkers.

A systematic, integrated approach to creative education and training.

A systematic approach to the development of creative pedagogical practice is promising. The attention of researchers in the field of education is increasing more and more. What does this approach mean for education and training? First, these are holistic, integrated methods in education. Integrity is reflected not only in the presentation of knowledge, but also in the formation of skills, not only in knowledge, but also in the ability to learn and expand, in the formation of students' research skills. The skills themselves are considered integrative, complex, containing four interrelated components: critical thinking, communication, collaboration and creativity. In international literature, these skills are called 4C (critical thinking and problem solving, communication, cooperation, creativity and innovation).

Another aspect of the holistic approach to education is the tendency to strengthen interdisciplinary and transdisciplinary connections in education. This trend is particularly evident in modern university education, where a student majoring in the natural sciences has the option of taking courses in art history, ethics, or philosophy, and vice versa, as humanists delve deeper into the concepts of modern natural science. . One of the scientists, Edgar Morin, talks about the importance of this trend. His "Well-trained brain. In the title of his book Rethinking the Reformation – Thought of the Reformation, he reflects on the concept of the "well-made brain" ("la tête bien faite") introduced by Michel de Montaigne. He shows that it is better to have a "well-ordered brain" than a "brain full of knowledge." In the "head full of knowledge" a large amount of knowledge has been accumulated, but this knowledge has only been accumulated and has not been properly processed, carefully selected and not yet properly organized. In a "well-organized head" knowledge is not only collected, but connected to a whole system; knowledge from different disciplines is linked rather than juxtaposed and encourages mutual growth. This type of head has two advantages:

"has the ability to pose and solve problems" and 2) works with "principles that connect knowledge and create common understanding."

Secondly, it is the complexity of the interactive interaction between the teacher and the student, when the teacher stops being a coach who tells students to learn something or shows how to behave. , will cooperate with them. In general, this corresponds to the modern trend of the development of activity pedagogy.

From this point of view, creative education appears as the activation of students, the manifestation of their inner desires, inclinations and abilities. In describing the mutual stimulation of teacher and student creativity, Kraft focused on the following educational methods based on the possibility of thinking:

Encourage students to ask questions and teachers to take a serious, respectful and individual approach to any problem faced by children and young people.

Creating a playful environment where students are actively involved and truly engaged. A problem-solving, interactive environment - deep involvement of students in the process of solving educational problems in the environment, including interaction with peers and classmates.

Innovation – the teacher asks provocative questions and helps students or students to find ideas and solutions to educational problems. Stimulating imagination: students make decisions and generate qualitatively new ideas. will have the ability to advance.

H) Self-determination and risk-taking.

Third, the systematic approach in education is closely related to the constructivist approach. Education in general is about creating, building a desirable future through our influence on the younger generation. In this case, it is possible to talk about the creative design of the educational environment, as well as educational and pedagogical relations in it. One of the ways to achieve creativity in education and pedagogical practice is the bricolage technique, which uses any non-traditional means in teaching that are far from the usual textbooks and notebooks. Bricolage is based on the idea of "making something out of nothing", "Make something with what you have!" is based on the attitude of building something new from what is already there, that is, reconstruction and re-creation.

Pedagogy and the multiplicity of the future. One of the most important approaches to modern future research and social forecasting is scenario thinking, based on understanding the multiplicity of images of the future, constructing alternative paths to the future, and evaluating the possibility of multiple worlds of the future. Modern educational practices help to educate young people who are ready for a multifaceted future and who do not experience fear when navigating the oceans of uncertainty, instability and natural and social disasters.

It is precisely because of the orientation of education to the many worlds of the future that creative teaching will have a feature that can be called versatility. What educational practices promote diversity? Of course, first of all, game practices, gamification, which are becoming more and more focused research topics in the philosophy of education and specific educational technologies. But this issue can be approached from a more general point of view. As Leibniz said, the possible is always richer than the realized and the existing. Although Leibniz wrote about logically possible worlds, from an evolutionary perspective we can understand that there are many possibilities that have not yet been realized or realized and have no continuation, representing dead ends in evolution. Creative thinking is life in the many worlds of the mind, it is the art of thinking differently, and the study of philosophy also helps. In addition, versatility is a constant change, challenge yourself. interest in pursuing a career, entering different disciplinary fields or different types of educational activities, gaining different competences. These interests lead to self-discovery and personal growth. In modern education, this is work on projects initiated by a teacher or a group of students, which allows you to try yourself in a different, and sometimes central, specialization, research or purely educational activity. Current options prepare the student for a versatile professional future. Versatility is related to the ability to creatively absorb and reconstruct one's environment, to change it and the environment, and as a result, the inquisitive and creative thinking individual changes himself. There is a co-emergence, co-creation, mutual construction of the creator and his environment.

CONCLUSION

An important new direction of creative pedagogy is currently being actively discussed in intellectual communities around the world. American journalist Daniel Pink in his book "The New Whole Mind" declares that there is now a transition from the information age to the conceptual age. It is about a fundamental shift in focus and a rethinking of values, from purely logical, analytical, linear thinking to non-linear, visual, imaginative thinking in the future society. Vision, intuition, artistry and artistic ability, empathy, habituation, cognitive skills such as constructing the world according to one's own standards and coordinating it with other views (dynamic unity through diversity) are of particular importance.

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