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THE ESSENCE AND CONTENT OF A CREATIVE APPROACH IN PROFESSIONAL PEDAGOGICAL ACTIVITY

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Abstract: This article describes the essence and content of a creative approach in professional teaching activities.

Introduction

Today, special attention is being paid to the education system in our country, along with all other sectors, and all necessary conditions are being created. In particular, attention to higher pedagogical education is growing day by day. Special emphasis is placed on a creative approach in improving the professional training of future teachers.

In implementing a creative approach in pedagogy, the teacher abandons traditional templates and employs flexible thinking and action strategies. Through a creative approach, the teacher not only sets and teaches students to solve non-standard educational tasks, but also develops effective programs aimed at creating new teaching methods and adapting them to the characteristics of students.

The Essence of Pedagogical Creativity

Pedagogical creativity is not only associated with art; it is manifested in transforming the educational process through non-conventional thinking, personal self-awareness, and collaborative creativity.

Content of Creative Activity

The content of a creative approach consists of several interrelated components and stages:

Theoretical: The process (content) of theoretically analyzing non-standard pedagogical situations, a component that includes studying new educational technologies and selecting the most effective ones.

Projective: Designing authoring programs, new curricula, or adapting existing materials to a specific audience.

Practical: The practical application of interactive, design-based, game-based, or digital methods and creating a unique environment in the classroom.

Reflective: Analyzing newly introduced methods, evaluating how well students have mastered the material, and making adjustments to actions.

Main Body

The concept of pedagogical creativity encompasses the creative learning activities of teachers and students in their interrelationship. Therefore, it can be stated without hesitation that pedagogical creativity is a joint, effective learning activity of teachers and learners — an innovative, person-centered pedagogical process that ensures creative development. In this process, the development of students' creative imagination, perception, attention, volitional qualities, and creative thinking is brought to the forefront.

A teacher with high creative potential constantly pays special attention to students' curiosity, individuality, initiative, and independent task completion. R. Jurayev, Kh. Ibragimov, Sh. Abdullayeva, Sh. Mardonov, V.I. Andreyev, N.A. Berdyayev, V.A. Kan-Kalik, I. Kant, S.A. Rubenstein, and E. Ghaziyev have given special attention to this issue. However, the nurturing of future teachers' creative qualities and a creative personality in the educational process, and the subsequent development of students' potential, has not been sufficiently studied from a theoretical and methodological perspective.

Today, there is a great need for future teachers to implement a creative approach in professional pedagogical activity at the required level. The answer to the question "why?" can be given as follows: pedagogical creativity is the creation and transformation of the student's personality. Of course, this is not a process that happens on its own. It is one of the specific pedagogical challenges.

The specificity of solving pedagogical problems lies in developing modern pedagogical methods and techniques, applying pedagogical experience in new conditions with students, and developing the ability to improvise when working with children — this is itself a pedagogical idea. For example, the great educator Vasily Alexandrovich Sukhomlinsky, in his work "A Conversation with a Young School Principal," stated: "Years of experience have convinced us that the essence of pedagogical creativity is an idea connected with thousands of everyday phenomena. A pedagogical idea, figuratively speaking, is the 'air' on which the wings of pedagogical mastery glide." [1]

Ivan Petrovich Rachenko (1923–2002), Doctor of Pedagogical Sciences, identified the following distinctive characteristics of pedagogical creativity [2]:

1. Time constraints.
2. The obligation to produce positive results.
3. The availability of opportunities for creativity.
4. The integrated nature of creative activity.

Based on the above, it can be said that pedagogical creativity is a creative quality of the teacher, which is reflected in their initiative, aspirations, and innovations. A creative teacher realizes their personal and professional potential by enhancing the capabilities and developing the creative potential of their students. In this regard, academic Ivan Andreyevich Zyazyun precisely defined a lesson as "a one-actor theater."

In modern psychological and pedagogical literature, the concept of pedagogical creativity has been interpreted in various ways. For example, V.S. Shubinsky paid great attention to developing the key characteristics of a future pedagogy: "the new pedagogy will be a science not only about the creation of human life, but also about the study of socio-personal and individual-biological

characteristics" [3, pp. 60–65]. At the same time, he defines pedagogical creativity as a special component of pedagogy, which is concerned with identifying the laws of individual creativity.

The pedagogical creativity of a teacher is characterized by its orientation toward creating favorable psychological and pedagogical conditions for developing the potential of each student in the educational process. By pedagogical creativity of the teacher, we mean pedagogical activity aimed at developing the potential of each student in the educational process, and we believe that the following must be paid constant attention to:

- Emerging pedagogical problems;
- Social aspects;
- Material factors;
- Levels of students' knowledge and skills;
- Personal qualities and creativity of students;
- Levels of students' upbringing and moral development.

In this regard, V.A. Kan-Kalik and M.D. Nikandrov viewed the main conditions for transforming a teacher's pedagogical activity into creative activity as follows [4]:

5. Finding one's place as a creative individual in education.
6. A thorough understanding of pedagogy.
7. Respect for and understanding of the student's personality.

Based on the above, in the process of improving the training of future teachers based on a creative approach, we identified the most important characteristics of pedagogical creativity:

- A high level of moral and spiritual elevation;
- Working on pedagogical problems;
- A developed level of pedagogical ability;
- The presence of creative imagination;
- The degree of formation of pedagogical courage;
- A high level of pedagogical demandingness.

Conclusions

A creative teacher is an active participant in the pedagogical process. Pedagogical creativity is a necessary component of the teacher's work. Creativity is a spiritually elevated personality that has found the strength to develop abilities. The teacher's constant search and work on themselves signals the ongoing formation of their pedagogical mastery. The pedagogical mastery of a teacher is determined by their ability to find an easy path to the hearts of the participants in the educational process.

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