

Gavkhar Siddikovna Fuzailova

International Islamic Academy of Uzbekistan

Associate Professor of the Department of Psychology of Religion and Pedagogy

Creative potential of the teacher

Annotation:

One of the main conditions for success in creating innovative products and services is creativity, or creative thinking. Without a powerful significant and permanent inflow of new ideas, education would simply cease to exist.

Key words: creativity, creative thinking, creative youth, creative activity.

The peculiarity of modern education is its focus on the development of the learner's personality, on achieving educational results that will help to develop effective life strategies, make the right decisions in various spheres of human activity, communication and social relations. There is a way to achieve such results - the formation of functional literacy. One of the directions of functional literacy is the development of creative thinking. Creative thinking is a component of functional intelligence, which is understood as a person's ability to use his or her imagination to develop and improve ideas, form new knowledge, and solve problems that he or she has not encountered before. Thinking creatively means to participate productively in proposing, evaluating and improving ideas that lead to original and effective solutions.

In modern conditions of life, creative personality becomes more demanded by the society. Huge changes in various industries and the rapid leap of technological progress in our country in a short period imperatively require from the young generation qualities that allow creative and productive approach to any of its manifestations. Creativity gives young people a truly broad range of opportunities.

It is especially valuable for that category of young people who are not afraid to take responsibility and make revolutionary changes in the lives of those around them. Creative thinking is the ability to find non-standard approaches and solutions

to complex situations. A person with developed creative thinking is able to move away from patterns and knows that a problem can have more than one solution. Creative thinking does not contrast intelligence and imagination, logic and creativity, but combines both. Characteristics of this kind of thinking include the following points: the ability to identify a problem; the ability to generate many different ideas for solving it; the ability to see non-standard solutions; the ability to deepen the idea by adding details; the ability to analyze and select the optimal ideas

In science, creativity helps to solve scientific problems in a non-standard way, to introduce innovative ideas and approaches. Creativity is a level of oeuvre talent, the ability to oeuvre, which is a relatively stable characteristic of a person. Initially, creativity was considered as a function of intelligence, and the level of intelligence development was identified with the level of creativity. Subsequently, it was found that the level of intelligence correlates up to a certain limit, and too high intelligence obstructs creativity. Currently, creativity is considered as an irreducible to intelligence function of an entire personality, dependent on a whole complex of its psychological characteristics. Creativity is an individual's creative abilities - the ability to generate unusual ideas, to deviate from traditional patterns of thinking and promptly solving problem situations. Creativity is characterized by readiness to produce fundamentally new ideas and is included in the structure of talent as an independent factor. Among the intellectual abilities of a personality, creativity is singled out as a special type. J. Guilford believed that it is associated with the dominance of four features in it:

1. Originality, non-triviality, unconventionality of the ideas expressed a brightly expressed desire for intellectual novelty. A creative person almost always and everywhere strives to find his own, different from others, solution.
2. Semantic flexibility, i.e. the ability to see an object from a new perspective, discover its new use, and expand its functional application in practice.

3. Imaginative adaptive flexibility, i.e. the ability to change the perception of an object in such a way as to see it is new, hidden from observation sides.

4. Semantic spontaneous flexibility, i.e., the ability to duplicate a variety of ideas in an uncertain situation, particularly one that does not contain reference points for those ideas.

According to A. Maslow, creativity is an oeuvre orientation innately peculiar to everyone, but lost by the majority of people under the influence of the environment. According to P. Torrance, creativity includes: 1) increased sensitivity to problems, to deficiency or contradictory knowledge; 2) actions to define these problems, to search for their solutions on the basis of hypotheses, to test and change hypotheses, to formulate the result of the solution. To estimate creativity, various tests of divergent thinking, personality questionnaires and analysis of activity performance are used.

The study of factors of creative achievements is conducted in two directions: 1) analysis of life experience and individual characteristics of creative personality - personal factors; 2) analysis of creative thinking and its products - creativity factors: fluency, clarity, flexibility of thinking, sensitivity to problems, originality, inventiveness, constructiveness in solving them. [8,42] In his scientific works L.S. Vygotsky wrote about the problem of creativity: "We call creative activity such human activity that creates something new, regardless of whether this created by creative activity will be something of the external world or a known construction of mind or feeling, living and discoverable only in the man himself.

Teacher's pedagogical creativity develops throughout the whole pedagogical activity and is a decisive factor of his/her advancement to the top of pedagogical mastery. Any activity is considered creative if its product is characterized by novelty, which can have both objective and subjective character. In pedagogy, such a product can be new educational technologies, forms, methods of teaching and education, growth of pedagogical skills of a teacher.

LITERATURE

1. Barysheva, T.A. Psychological and pedagogical foundations of creativity development / T.A. Barysheva, Y.A. Zhigalov. - SPb.: SPGUTD, 2006. - 268 p.
2. Gnatko, N.M. The problem of creativity and the phenomenon of imitation. - M.: IP RAN, 1994. - 269 p.
3. Guilford, Y.P. The one-may relation between creative potential and IQ / Y.P. Guilford, P.R. Christensen // Journal of creative behavior - Buffalo, 1993. - P. 312-335.
4. Torrance, E.P. Guiding creative talent - Englewood Cliffs / E.P. Torrance. - NY: Prentice-Hall, 1994. - 512 p.
5. Guilford J. Structural model of intelligence // Psychology of thinking. Moscow. Progress 1995. 75 p.
6. Grib O.O., Rebro I.V., Mokretsova I.S. Formation of creative thinking in students in the process of research activity // Successes of modern natural science - 2012.- No. 5. - p. 98-99.