SPECIFIC FEATURES OF DEVELOPING CREATIVE ACTIVITY IN FUTURE EDUCATORS BASED ON A FUNCTIONAL APPROACH

R.U. Nurjanova - Candidate of Pedagogical Sciences, Associate Professor,
Tashkent University of Economics and Pedagogy

Abstract. *The article describes the development of creative activity of future preschool educators based on a functional approach, supports the opinions of experts who interpret the concepts of "creativity", "creative abilities", and "creative potential" as concepts of equal force, and describes the concepts of productive creativity and reproductive creativity.*

Keywords: *stereotyped thinking, progressive or regressive creative approach, creativity, creative abilities, creative potential, level of creativity.*

Introduction. Any activity in society consists of a unity of functionality and development. Functionality in an activity is based on the individual's stereotyped thinking. It is associated with the redevelopment of something new, existing at the beginning of this activity, while development is associated with the creation of something new, that is, with a state that did not exist before its creation. Therefore, we interpret creativity as an activity within an activity, that is, an activity in the process of which something new is created. There is a completely creative or completely non-creative activity in the activity of an individual. However, there are types of activity in which the main goal is to create something new, for example, scientific activity, and there are types of activity in which the main goal is to redevelop something existing. A progressive or regressive creative approach in any area of activity ensures the development of its subject and the realization of creative self-realization.

Literature review and methodology. Creativity is a person's ability to create something new. Since something new is created by a person only in the process of creation, creativity is manifested as his creative ability or creative potential, which is the ability to create something new. Accordingly, we support the opinions of experts who view the concepts of "creativity", "creative abilities", and "creative potential" as equally forceful.

“The concept of creativity reflects a person’s creative ability, while creativity is the process of realizing this ability, that is, the manifestation of the ability to create. On the other hand, creativity is formed and developed only in the process of creative activity. Accordingly, the relationship between creativity and creativity is dialectical in nature. It is also pedagogically important to take this into account in pedagogical activity, because professors and teachers direct future educators to creative activity.

The definition of a creative person directly identifies the characteristics inherent in them. For example, ingenuity, responsiveness, activity, etc. However, according to some experts, it is not correct to include a system of knowledge and beliefs in creativity, since they are not the quality of creativity, but rather the means that ensure its implementation [1].

Most scientists have distinguished the following aspects of creativity in their works: the independence of the creative subject, the courage of the creative subject, that is, the formation of a new idea, informing the subjects of the process about it, defending their ideas, the openness of the creative person, the ability to appropriately use cognitive methods, which in turn means methodological culture [2].

The above-mentioned abilities inherent in a creative person are manifested as indicators that determine creativity in the process of creative activity. Pedagogical conditions and the specific characteristics of the student's personality are of great importance for turning creativity into a reality. Developing the creativity of future educators is of particular pedagogical



importance. This involves attracting students to various types of creative activities.

Discussion. It is creativity that creates a new activity as an activity that is superior to educational activity, contributing to the manifestation of levels unknown to educators. In this regard, it is necessary to pay attention to the following:

Firstly, the need for creativity arises in the process of activity.

Secondly, the need to train educators with creative abilities also arises only in the process of activity.

Thirdly, creativity, as a person's ability to engage in creative activity, is formed and developed only in this activity itself. Thus, human creativity is manifested as the main basis of creativity, and creativity is the main source of the formation and development of human creativity. It is appropriate to express the degree to which a person's creativity is realized in creative activity through the term "level of creativity". For example, this or that student demonstrated a high level of pedagogical creativity, while another student demonstrated a low level of creativity. Such individuals cannot fully use their creative potential.

Creativity manifests itself in the educational process in a unique way. In pedagogical literature, the term "pedagogical creativity" is often used, which is usually interpreted as the activity of a teacher in the process of solving educational tasks, creating something qualitatively new, original, and enriching the theory and practice of education and upbringing.

The issue of ensuring the independence of future educators as subjects of independent learning and self-educational activity is of particular relevance. Pedagogical activity, along with functionality, also includes a creative component. We will consider the nature of this creativity below.

Students' creativity should have a pedagogical character in terms of content. Also, the creativity of educators is not limited to productive creativity. In the study of creativity in education, attention is paid to its methodological



importance. For this, it is important to distinguish between productive creativity and reproductive creativity. The innovation created in productive creativity is new for all subjects of education and society. This is an objective innovation. In reproductive creativity, the innovation created by the subject of creativity is new only to him. This is a subjective innovation. In a word, the subjects of creativity in the reproductive process rediscover what already exists in society.

In vocational education, the subjects of productive creativity are mainly future teachers, and sometimes students also appear in this capacity. The subjects of reproductive creativity are both professors and students, since both are engaged in self-development and self-education. However, if these are the main types of activity for students, then for professors, they are additional activities. We interpret the educational activity of future educators as self-development and self-education as pedagogical activity. Accordingly, the creativity of future educators is pedagogical creativity by its nature. Because the goals, content, and means of the educational activity of future educators mainly coincide with the educational activity of professors and teachers aimed at forming professional creativity in future educators.

Today's globalization and the acceleration of scientific and technological progress require creativity from future educators, as the state and society of Uzbekistan place great demands on the school education system. In order to meet the requirements of the state and society, educators of preschool educational institutions must demonstrate creative activity throughout their professional activities. They must regularly engage in independent learning, self-development, and education. At the same time, in order to ensure the creative activity of the future educator, it is necessary to form motives for independent learning and self-development.

For the development of creative activity in future educators, it is assumed that they will perform the following functions:

1. Thoroughly master the knowledge, skills, qualifications, and competencies stipulated in the qualification requirements and state educational standards;

2. Acquire personal and professional qualities characteristic of a preschool educational institution pedagogue based on their own development;

3. Acquire the qualities of creative thinking, creative activity, etc., to demonstrate their professional qualities in the process of continuous education.

For this, it is required to pay special attention to obtaining independent knowledge and developing one's own interests in the process of higher pedagogical education, finding solutions to existing problems, and developing original projects.

Conclusion. In the process of pedagogical education aimed at creative activity of future educators, the search for truth by asking questions and searching for answers to them should become the main principle of the pedagogical education process. Based on the above, the development of students' curiosity ensures the acquisition of a creative character of pedagogical education. As a result, students will be able to fulfill their pedagogical functions as creative specialists in their future professional activities.

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