



CREATIVE TEACHING IN HIGHER EDUCATION INSTITUTIONS - AS AN IMPORTANT FACTOR IN IMPROVING THE CREATIVITY OF PEDAGOGICAL PERSONNEL

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Annotation: Creative teaching in higher education institutions - in order to improve the creativity of pedagogic personnel, in order to ensure their professional and personal maturity in higher education institutions, the pedagogical foundations for the development of the teacher's professional competence and professional-pedagogical creativity have been developed, as well as their professional-pedagogical creativity the main aspects and directions of increasing the effectiveness of the level of formation have been studied.

Key words: Creative teaching, pedagogical staff, professional competence, professional-pedagogical creativity, efficiency.

It is known to everyone that the formation of a person who fully meets the requirements of the reforms implemented in society, is resistant to the competition in the production sector, is able to adapt to sudden changes, and also works effectively at the level of the requirements for the qualifications of specialists in the labor market is an urgent problem.

As a result of the rapid development of science and technology, the amount of scientific knowledge, understanding and imagination is increasing dramatically today. In such conditions, the requirements for creative potential pedagogic personnel are increasing, requiring their professional competence to be at a high level. This requires pedagogical improvement of the creativity of pedagogic personnel in increasing the effectiveness of education in higher education institutions.

Creative teaching in higher education institutions - to improve the creativity of teaching staff, to create the necessary pedagogical conditions in order to ensure their professional and personal development in higher education institutions, to develop pedagogical bases for the development of teacher professional competence and professional-pedagogical creativity, to determine their psychological-

pedagogical conditions and their professional - it is necessary to justify the criteria determining the level of formation of pedagogical creativity.

Currently, there are methods of developing and implementing mechanisms that shape the motivation of young people to learn and improve the system of activating their cognitive processes through new, non-traditional methods of teaching, forming their professional and pedagogical creativity, and the mechanisms of quality management of the educational process through a system of indicators. these require the content modernization of the continuous education system, taking effective measures that serve to raise the effectiveness of education to a new level of quality.

Pedagogical conditions that ensure the pedagogical improvement of the creativity of pedagogues in higher education institutions can be grouped as follows:

Didactic conditions (purpose, content, forms, methods and teaching technologies) that ensure the development of the creativity of pedagogic personnel and, on this basis, the improvement of their professional creativity;

organizational and management conditions necessary for the organization of a competency-oriented educational process (forms, tools and methods of organizing and managing the educational process);

professional-methodical conditions related to the preparation of pedagogic staff for creativity and the development of methodical support of the educational process focused on competence.

Modern education, regardless of the field, has the same goals as giving a person knowledge about himself and the world around him, teaching him how to live, encouraging and developing him to master his profession for the development of society based on this knowledge. Based on this, learning is not a goal, but a means to implement a strategy that has become a goal in life.

Higher education plays an important role in modern society. Rapid development of any country, basic and undeniable intellectual capabilities will be realized through the reform of the education system.

Today, the formation of creative specialists is one of the main tasks of the educational system of modern society. The task can be achieved only by purposeful implementation of the creative teaching methodology, in which the learner should be given the opportunity to understand new knowledge, to create something new from it, and to effectively apply it to practice.

It is for this reason that in recent years, one of the main tasks of modern education is the application, application and development of creative teaching methods in the educational process.

A number of scientific researches have been conducted by the scientists of our republic and foreign countries on the description of the multifaceted features of creative teaching from the philosophical, psychological and pedagogical point of view.

According to Yu.M. Asadov, one of the most valuable features of creative potential is its main role in creating innovation. Innovation is a product of individual intelligence and is manifested as a result of the use of creativity [11].

In the research work of G.N. Ibragimova, creativity is a set of skills related to creativity, creative qualities of a person, which includes a high level of sensitivity to problems, intuition, foresight of results, fantasy, research and reflection [7].

A.A. Aripjanova, taking into account the peculiarities and approaches of pedagogical activities to study creativity, determined that it is necessary to consider the creativity of pedagogues: active, effective, personal, environmental, problematic aspects [6].

More than a hundred definitions of the concept of creativity are given in various dissertation studies, including the research works of N.A. Stepanenko [12] and others. According to many authors, creativity in the pedagogical process is inextricably linked with the activities of higher education institutions, that is, it is considered as the main conditions for the modernization of the educational process and the economy. In this case, one of the main factors aimed at increasing the efficiency of higher education institutions is the renewal of the system of material and technical potential [11], [13], [4,5].

We analyze the development of creativity and the concepts presented from the point of view of professional pedagogical activity.

The issues of formation and development of creativity were analyzed by representatives of different fields - poets, scientists, artists, writers. Perspectives on creativity have been studied as a major topic by philosophers from the distant past to the present day (Table 1).

Table 1

Creativity and ideas about creativity

The highest qualities characteristic of a perfect person are creativity, ability, love of science.	A. Navoi
Creative potential is the pedagogue's awareness of the need to search for new methods and methods, to abandon standards.	A. Aripjanova
...creativity is a process directly related to the individual-psychological characteristics of a person. Its development is influenced by the process of intellect-intuition-logical thinking.	G. Ibrahimova
Every transition from non-being to creativity, resulting in the creation of any art or craft can be called creativity, and all creatives are their creators.	Plato
Human imagination continues to the grave... We cannot eliminate loneliness without imagination... He who cannot hold his imagination is a being; the one who can combine his imagination with the ideas of good is an entrepreneur;	I. Kant

A person with a disordered imagination is a dreamer.	
exercises, friends, give more than good (natural) talent.	Epicharmus
Knowledge is organically linked to the human imagination...as knowledge grows, so does imagination.	K. G. Paustovsky
However, writers and poets believe that they can work in moments of inspiration. Is that why writers wait for this inspiration for years? I believe that there is only one thing: inspiration comes during work.	N.A. Ostrovsky
Joy, joyful anger - the sun, illuminating everything and everything that happens is the divine joy of creativity! All the joys of life in creation. Love, genius and work are the power from the same flame.	R. Rolland
Death must be killed to create.	K.S. Stanislavsky
When the fairy-tale carpet-plane appeared in the imagination of the people, no one imagined that people could fly in an airplane while suspended in the air?... Fantazia (imagination) is as necessary as imagination	P. I. Tchaikovsky
[inspiration] is not always the guest at the first call. At the same time, it always has to work, and a true honest artist will not work with an excuse that is not in place. If you wait for a place and try not to fit it, then it is easy to fall into laziness and apathy. We must not endure and believe that inspiration must inevitably come to those who are deprived of negativity.	K. Pearson
an unimaginative person may collect facts but make no great discoveries.	N.I. Pirogov

E.E. Antonova [8], Ya.A. Tsvetkova [10] highlighted the need to develop the creativity of pedagogic personnel. A.V. Kostryukov and D.V. Miroshnikova [9] thought that the scope of creativity in pedagogical activity is wide enough and that it can be seen in the attitude of the pedagogue to the audience, in pedagogical behavior, in the methodology of teaching science, in extracurricular studies and in educational work. The level of creativity of the listener is formed on the basis of professional literacy and accumulated pedagogical experience, and during the training sessions, the mastery of the listeners, practical skills, as well as the thirst for knowledge and the development of the creativity of the listeners are taken into account.

Creativity is a conscious, purposeful activity of a person aimed at knowing and changing existence, as a result of which new, original, previously non-existent objects, aimed at improving the material and spiritual life of society, etc. are created.

When thinking about professional-pedagogical creativity, first of all, it is necessary to thoroughly analyze the nature of creativity. Studying the essence of creativity is considered a very complex issue, if it is permissible to say, because it is charged with the task of solving important methodological issues of studying man and nature. Sources of creativity development, biological and social, objective and subjective, individual and collective reciprocity are included in these processes.

In terminological dictionaries, creativity is given as wonder and awareness, the ability to find solutions in non-standard situations, the feasibility of discovering new things, and the ability to deeply understand one's own experience.

S.M. Vishnyakova sees creativity at the level of maturity of a person, that is, in the ability to be creative, in a person who has an alternative verb - character, in the ability to create something new: to find new solutions to solve a problem, to be able to work with new methods or tools, a new work of art create etc. [13].

The above pedagogical analysis of creativity serves us to distinguish two main directions:

creativity - creative ability;

creativity is the activity of a person aimed at creating new, original ideas.

In our opinion, the second approach is very important, because the students of informatics, mathematics and physics are considered to be creative in their professional activities, creating new pedagogical and innovative ideas about the profession.

The analysis of the literature shows that the creative potential of a person is an independent approach to the problem, critical thinking; ability to analyze any problems, analytical thinking; the ability to find solutions; discovering new ways of acquiring knowledge, skills and teaching methods; can be manifested in skills such as coordination of acquired knowledge with new knowledge.

The word "education" in the dictionary of methodological terms is the process of transfer and acquisition of knowledge, skills, abilities and methods of human knowledge activity; a two-way process in which the educator (teacher) and the learner (listener) participate in joint activities [8]. This definition focuses on the two-way process of mastering not only knowledge, but also skills, abilities and methods of human knowledge activity. The general and special pedagogical dictionary gives the following definitions of the word education: it is a sequence of goals aimed at the formation of knowledge, skills, worldview, development of intellectual potential and potential, development and strengthening of teaching abilities for independent learning.

Summarizing the above considerations, we mean creativity as the activity of students aimed at creating new, original ideas as a result of non-standard thinking, and "creative teaching" is a creative process between a pedagogue and a learner, a mutual learner or a learner through a certain medium, which is we defined that it serves to develop individual creativity.

We can also see a different interpretation of creative teaching in pedagogical literature.

One of the main requirements of higher education pedagogues is to continuously update their professional knowledge, skills and abilities, to ensure the integration of the educational process with science and production.

Based on these requirements, we can see that in the process of creative teaching, the students have activities that they know, think, can do, and feel.

Along with the development of intellectual creativity of teaching staff of higher education institutions, the use of design thinking technology in organizing their pedagogical activities based on a creative approach serves to further increase the quality of education.

Creativity means "reshaping" - creating a new form using the elements of an existing form. "Reformation" creativity involves the discovery of a new form that resembles a previously known form. Creativity is "transferring from one form to another" - in this process, a new pattern of rules, a drawing, a new type of certain structures emerges. Newly created forms will not be new interpretations of old forms. As soon as the rules are established, the creative person begins to create new rules based on them. It is then a puzzle to open up the activity forms, to discover forms that have never been used before.

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