

CONTENT OF CREATIVE SKILLS AND ITS PLACE IN PEDAGOGICAL ACTIVITY

Urinova Sabina Shuxrat qizi

Jizzakh State Pedagogical University

Teacher of the "Music Education" department

urinovasabina26@gmail.com

Abstract. In this article, special attention is paid to scientific research on the content of creative skills, the development of innovative methods and electronic educational resources, and the identification of pedagogical opportunities aimed at organizing the process of developing the creative skills of future music teachers.

Keywords: music, creativity, competence, pedagogue, skill, education, upbringing, competence, creativity, communication, reflection, motivation, idea, hypothesis, information, initiative, curiosity.

The goals and objectives of each subject taught in general secondary education are defined. The science of music culture also has its own goals and tasks, and the main goal of teaching the science of music culture in secondary schools is to develop students' spiritual, artistic and moral culture, national pride and patriotism. formation, expansion of thinking, development of children's creative skills, sophistication and artistic taste, and education of initiative.

Taking into account that the pedagogue plays the main role in the formation of the above aspects in children, it is not difficult to understand that the training of future music teachers determines the quality indicator of music culture. The professional formation of a teacher begins with the process of receiving professional education in higher education. The content of science programs of higher education institutions is aimed at imparting professional knowledge to future teachers, teaching the secrets of pedagogic activities, and creating skills in students. It is necessary to attach importance to the formation of professional and pedagogical skills of future music teachers in performing the above-mentioned tasks. After all, it is necessary for a teacher to "have thorough knowledge of the teaching profession, that is, psychological, pedagogical skills and abilities, scientific-theoretical and practical knowledge." The teacher's professional and pedagogical skills mean the ability to perform professional activities obtained on the basis of the system of priority socio-political, national, special, psychological-pedagogical and professional-methodical knowledge and skills.

Summarizing the above, we emphasize that the pedagogical activity of a future music teacher is special knowledge, skills and abilities, organizational skills, a high level of professional training, self-awareness in the profession, constant self- self-improvement, communication skills and the ability to find the right approach to each child. This is his future as a pedagogue, which will be established through his great interest in his work, understanding of his task, his place in art, high personal culture and professional passion.

Creativity comes from the Latin "creatio" - "creation", "creative" - "creator", "creator" and is interpreted as the emergence of creative abilities in the personality. For the first time in the history of mankind, the concept of "creativity" was used by D. Simpson in 1922. This term refers to a person's ability to let go of stereotypical ways of thinking. Later, theoretical and practical studies of creativity were conducted by J. Guilford, who associated the term "creativity" with a special type of thinking - divergent thinking (from Latin *Divergere* - "separation").

Creativity describes a person as a whole or his specific features, mental sharpness. Also, creativity is reflected as an important factor of talent. According to the American psychologist P. Torrens, creativity is a problem or putting forward scientific hypotheses; hypothesis testing and modification; identifying the problem based on the formation of decision results; expresses sensitivity to the mutual opposition of knowledge and practical actions in finding a solution to a problem. He identified four creative skills. His research shows that it is possible to develop and evaluate these creative skills:

1. Fluency. The ability to come up with many ideas is based on the word many.
2. Flexibility. The skill of coming up with different ideas is based on the word change.
3. Uniqueness. The skill of coming up with an idea that is not like others and stands out is based on the word unique.
4. Creativity. The skill of expanding ideas is based on the word addition.

According to Ken Robinson, "creativity is a set of original ideas that have their own value." And Gardner explains the concept in his research: "creativity is a practical action performed by a person, which should reflect a certain novelty and have a certain practical value." In terms of Emebail's (1989) approach, creativity means "the possession of highly unusual skills along with thorough knowledge of a specific domain." According to Patti Drapeau, creative thinking is, first of all, comprehensive thinking about a specific issue. Multidisciplinary thinking requires students to rely on multiple ideas when completing assignments, problems, and tasks. In contrast, one-sided thinking is based on only one correct idea. In observation, it is impossible to deny one of the one-sided and multi-sided thinking on the issue. Therefore, one and all-round thinking is equally

important in the formation of creativity. That is, when completing a task, solving a problem, the student looks for several options for a solution (multidirectional thinking), and then stops at the only correct solution that guarantees the most optimal result (unidirectional thinking).

A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines mental sharpness, "ensures active involvement of students in the educational process. Creative thinking can be clearly reflected in every social sphere. The teacher's creativity is reflected in his creative approach to the organization of professional activities organized by him. In recent years, this situation has been expressed by the concept of "pedagogical creativity". Pedagogical creativity is the ability of a pedagogue to create new ideas that serve to ensure the effectiveness of the educational process, as well as to positively solve existing pedagogical problems, unlike traditional pedagogical thinking.

It is known that professional experience is reflected as an integration of knowledge, skills and abilities. However, mastering the skills of professional activity is not only the integration of practical skills and qualifications, the development of methods and tools for the effective organization of activities as a specialist, but also awareness of the methodology of professional creativity, the development of creative thinking and creative it requires adequate mastery of personal qualities of character. The formation of a creative person can be defined as the development of a person in terms of creative activities performed in a mutually compatible way and creation of creative products. The pace and scope of this process depends on biological and social factors, the activity and creative qualities of a person, as well as existing conditions, life-important and professionally conditioned events. In modern conditions, it is necessary for a pedagogue to have the qualities of creativity.

Creativity is often associated with the phenomenon of a person creating something new that has personal or social value. Scientific interest in the study of creativity can be observed in various fields - psychology, pedagogy, sociology, philosophy, economics, engineering and other disciplines.

Creativity, innovation, intelligence are the intellectual requirements of modern society, and their solution depends on the development prospects and efficiency of all socio-cultural and economic processes. Creative skills, self-development and creative thinking are important in innovative education. As in all pedagogical fields, the work of a modern music teacher is a complex process. It requires the teacher to always be in search of creative methods, to be unconventional, to be able to use new pedagogical and modern technologies.

A creative person is becoming a high demand by society, and it is known that extensive psychological research is being conducted all over the world to develop it. Modern creative psychology is multidimensional and represents many different theories, concepts, theoretical and empirical knowledge. Despite a number of important discoveries, the problem of creativity, especially the phenomenon of creativity, is still an understudied phenomenon. Thus, the search for ways to study creativity as a special mental reality, a complex psychological phenomenon, is an urgent issue of the present time.

The meaning of the concept of "creativity" is wider than the concept of "creative potential", "creative direction", because the phenomenon of creativity has a potential and active form. A creative person is a person who realizes his creativity in innovative achievements. Creativity is a component of creativity. The difference between the concepts of "creativity" and "creative orientation" is that the first one is related to intellectual development, while the second one is based on the type of activity that ensures the development of creative thinking.

- Creativity is focused on efficiency, creativity is the aspect of creativity based on motivational need;

- Creativity is a process characterized by the ability to express oneself in any type of activity, and creativity is a permanent personal characteristic;

- Creativity - constructive activity that creates innovations, creativity - the highest level of intellectual activity of thinking;

- Creativity - activity aimed at obtaining a new result, creativity - readiness to create new socially significant products of one's activity.

So, the functional bases of the concepts of "Creative direction", "creativity" and "creativity" are as follows:

1) Structurally - direction, creativity is connected to the subject of activity, creativity - to a decision made with consideration.

2) Activity is a creative direction, creativity comes from creativity itself, creativity comes from the process of thinking.

It should be noted that the future teacher's readiness for creative activity is related to self-awareness as a creative person, creative activity, independence, knowledge, abilities, skills, experience in organizing the work process. For example, V.A. Slastenin considers creative readiness to be a "decisive sign of the future teacher's professionalism".

Based on the literature analysis, it can be understood that the psychological structure of creativity includes a system of creative parameters and is a unique combination of motivational,

intellectual, aesthetic, existential, communicative parameters, as well as competence. The components of creativity determine the style of creative behavior and characterize productivity, innovation, having a unique way in the work process, a person's inclination and readiness for creative changes in various spheres of life.

In the process of forming creative thinking among students of higher education institutions, the following conditions guarantee the achievement of efficiency in the process in question:

- paying special attention to the formation of creative thinking among students of higher educational institutions;
- development of the theoretical basis for the formation of creative thinking in students of higher educational institutions;
- determining measures for effective use of existing opportunities that serve to form creative thinking among students of higher educational institutions;
- substantiating the system of forms, methods and tools that help to form students' creative thinking;
- ensuring interdisciplinarity in this process;
- creation of conditions that allow practical application of the theoretical and pedagogical knowledge acquired by students.

Due to the teacher's lack of creativity, even though the students have interesting and wonderful ideas, they are slow to express them. For this reason, the methods used in the educational process are determined by the fact that they do not serve to form students' free and independent thinking skills. The creativity of the pedagogue in professional activity is manifested in various forms.

A music teacher is required to be a creator and innovator in the search for the most suitable methods of teaching and upbringing, developing the creative abilities of students. The teacher's creativity covers various aspects of his activity: communicating with the class, performing various creative exercises, working on organizing a team of children according to age and individual characteristics, optimally solving the problems of developing strategies and tactics of pedagogical activities, etc. Like any other quality (virtue), creativity is not formed suddenly. Creativity is consistently developed in certain stages.

Through creativity, the child not only learns real events and behavior in an artistic form, but also changes himself as a person with a certain social, moral and aesthetic attitude. The sequence of stages in the teacher's creative process can be structured as follows:

- the emergence of a pedagogical concept aimed at solving a pedagogical problem - concepts

in solving the reality, methods, technologies, factors of the educational process that are considered a problem in their field;

- development of thought - after concepts appear in the process of thinking, thought develops in the analysis of pedagogical processes through necessary, unnecessary, necessary, unimportant, etc.;

- analysis, evaluation of the results of creativity and directing pedagogical tools to it - after a creative approach, the effectiveness is evaluated to a certain extent according to the analysis of its results and, accordingly, new ideas or existing tools are directed to the next creative process.

From the analysis of the above qualities, we can understand one concept, if we distinguish the areas of creative activity in which the future music teacher of the pedagogical university can show himself:

- methodological creativity - analysis of pedagogical situations, selection of models of professional behavior, design of the content and methods of pedagogical influence, study of advanced pedagogical experience and use of it, taking into account the individual characteristics of the teacher and students skillful application in practice;

- communicative creativity - the ability to choose areas of communication in professional activity and creative self-awareness, as well as the ability to control one's own activities;

- creative self-education - understanding the importance of creative development for one's professional activity, identifying professional and personal qualities that require further improvement, as well as developing a long-term program for self-improvement in the personal development system .

Creativity cannot be mastered by training, existing creativity can be developed. For this, "it is necessary to determine the characteristics of an individual person, to have the necessary skills, to face a problem, to create a special environment." Blindly memorizing and processing information does not lead to creative development, but rather, its creative transformation, finding a different meaning in it, a unique interpretation, forming a personal attitude to it, evaluating its importance, effectiveness, creative thinking and creativity leads to development. The future teacher's creative self-development determines the level of his professional development. This does not exclude creative development at all stages of the future teacher's professional training, on the contrary, creative development from the student will help to achieve the best results in the future professional activity.

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