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CONTENT AND ESSENCE OF IMPROVING THE CREATIVITY OF LEADERS AND PEDAGOGUES IN IMPROVING THE EFFECTIVENESS OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS

Gafarov Ilg'or Ahmedjanovich[1] , Eshmatov Davron Abduvaxobovich[2]
[1,2]Namangan Engineering Construction Institute, Namangan, Republic of Uzbekistan
[1]ilgorgafarov@mail.ru, [2]davron.eshmatov.87@gmail.com

One of the important professional qualities of pedagogues is the desire for innovative pedagogical activity. The rise of innovative pedagogical activity is based on the evidence of opening new aspects of education and upbringing, creating new pedagogical technologies based on unconventionality and originality, and most importantly, the most optimal form of actualization of thinking, education, understanding.

In the course of the research, research works on the pedagogical improvement of the creativity of pedagogues were analyzed. Two main directions were indicated in the analysis, namely:

1) Provision of pedagogical conditions for pedagogical improvement of creativity of teaching staff;

2) Application of various methods and technologies in teaching.

The first direction was seen in the research work of E.M. Bazilevich, entitled "Development of creativity of future pedagogues-psychologists in the process of education in higher educational institutions" [3]. He defined the psychological and pedagogical conditions of creative thinking of pedagogues:

- knowledge about the creative thinking of pedagogic personnel is acquired in the process of studying professional problems;
- associative development of thinking, initiative, is the basis for accepting an original solution to the problem;
- activation of mental processes involves mastering methods of overcoming psychological inertia in thinking and acting.

In our opinion, the following conditions are met for the pedagogical improvement of the creativity of teaching staff:

1. To know the essence, content, individual methods of pedagogical activity, in particular, to achieve the step-by-step implementation of their actions.

2. Ecological perspective on professional-pedagogical activities in the organization of educational process in higher education institutions.

3. Use of opportunities aimed at effective organization of the educational process in higher education institutions at the reproductive, research or creative level.

4. Development of social skills in the process of collective activity (models of modeling professional activity).

5. The need and ability to logically and beautifully create a project of the educational process.

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6. The aim of the pedagogical process in higher education institutions is to develop the professional and pedagogical creativity competence of the teaching staff.

7. Information about the nature, principles and procedure of professional-pedagogical creativity competence of the educational process related to the content of pedagogical education (general professional unit).

8. The technology of training the audience aimed at developing the competence of professional and pedagogical creativity of pedagogical staff.

9. Non-traditional form of organization of the process of development of professional-pedagogical creativity competence of pedagogical personnel.

10. Control of results - identification and assessment of the ability of pedagogical personnel to develop professional-pedagogical creativity competence in the educational process.

In the research work of E.E.Shcherbakova [5] entitled "Formation of pedagogical creativity of higher education students on the basis of professional training", the content of pedagogical creativity is described based on the analysis of communicative and didactic creativity, and the following indicators of creative ability are distinguished: ingenuity; ability to combine; divergent thinking; visual creativity; associative ability.

In Yu.R.Varlakova's research, entitled "Development of creativity of undergraduate students studying in the field of pedagogy" the creative ability of bachelors studying in the field of pedagogy is self-awareness, based on knowledge in the field of pedagogy, non-standard and functionally oriented ideas to achieve creative results in their future professional activities. is described as the ability to develop rapidly [4].

Yu.R.Varlakova describes the following pedagogical conditions for developing the creativity of teaching staff:

- activities that make up the educational process, teaching in the form of groups using interactive methods and based on situational problems;

- extracurricular activities, students' participation in various contests and exhibitions.

The formation of creative competence is based on a modular program developed by the author, which consists of a disciplinary, training, out-of-class and course work module. In addition to the auditorium, a scientific-research contest was held for the audience on the project "My career". The rest of the modules included the modernization of "Creativity Diary", portfolio application, organization of classes by discipline, "Science. Art. Perspective" and the expansion of other competitions.

According to the above analysis, the following are the main conditions for the development of creativity of pedagogic personnel:

- application of problem situations, use of dialogue and individualization in cases of emotional reaction;

- systematically thinking about one's mental state;

- enriching the educational content with practical knowledge, characterizing it with integrity, way of life, problem and contextuality.

Pedagogical improvement of the creativity of teaching staff is based on the general technology of creative potential development based on the technological approach. In this direction, the term pedagogical creativity introduced by V. G. Ryndak is of interest [6].

In the research work of V.G.Ryndak, the content and structure of the creative teacher, creative training are presented, that is, the characteristics that illuminate the general basis of the creativity of the pedagogue, the theoretical basis of creative teaching technologies are classified.

Our research was interested in the classification of creative teaching technologies developed by V.G.Ryndak:

1) technology based on understanding, formation of "space of ideas";

2) technology based on problem-based and developmental education, including technology that creates ideas;

3) emotional character of a person;

4) the ability to put into practice, the technology of developing the form and style;

5) technology of visual creativity;

6) technology that creates creativity.

G.S.Altshuller [1,2] developed a practical method that leads to the solution of problems of the mechanism of development of the technical system knowledge field - TRIZ (Teoriya reshenia isobretatelskikh zadach (Theory of solving research problems)). Henrikh Altshuller analyzed 400 thousand kinds of inventions and found many the problems are solved in 40 ways. For this, it is necessary to divide all the problems into types and apply the necessary algorithm to each of them.

The main function of TRIZ (TSRP) is as follows:

- solving research problems of different levels and directions;
- prediction of development of technical systems;
- formation, application of human natural abilities in creative activity;
- to have colleagues who are close to the ideal.

The development of creativity based on TRIZ (TSRP) has been shown in many studies.

The subject of creative education is the psychological-pedagogical features of forming the mechanisms and laws of individual creativity in the continuous education system.

Pedagogical activity practice shows that the essence of teaching is not to develop the needs and abilities of students, to improve the creativity of pedagogues in higher educational institutions, but to convey knowledge in educational subjects in an information-verbal manner, to form skills and qualifications. As a result, the listeners have the idea that too much information is accumulated in vain, that education is useless and that it is far from reality.

In the modern literature on pedagogical improvement of the creativity of pedagogues in higher education institutions, it is emphasized that the pedagogical process consists of a system of the following interrelated components: 1) goals of the activity; 2) education provider; 3) student; 4) activity content; 5) forms of activity; 6) means and methods of activity; 7) activity result.

Concepts forming the system of the educational process - the purpose of education, activity of educators (teaching), activity of learners (learning) and result.

The purpose of education reflects the set of social requirements for the preparation of a specialist, which corresponds to the main ideas of the development of society. During the organization of the educational process, the goals are clarified and clearly formulated. A specific logical chain of clarifying goals is built:

- general requirements of society;
- tasks of the educational system;
- goals of a particular educational institution;
- general goals of the complex of educational programs for training a specialist;
- general goals of the science (program) related to the field;
- objectives of chapters and topics;
- goals of training, etc. in other words, each branch of the system, each element of the educational system serves to realize a common goal while realizing a relatively specific goal. The single goal of the educational system is reflected in the spread of the goal structure of its branches and elements, and its peak represents the main ultimate goal. In the conditions of the traditional education system, the orientation of the goal to the educational content leads to the mutual compatibility of the goal and the content:

• goal - mastering the basics of science;
• content - these very foundations expressed in knowledge and skills.

In the educational system that meets the modern requirements, the goal is to develop the personal capabilities of a person, to develop the ability to demonstrate competence in previously unknown subjects and in social situations, and the content ensures the achievement of this goal.

Pedagogical technology is a component of the didactic or methodical system. For example, the methodological system is aimed at solving issues such as what to teach, why to teach, and how to teach, while the teaching technology, first of all, answers the question of how to teach effectively. Thus, the main link of any teaching technology is to clearly define the final result and control the accuracy of its achievement. In general, a mere process (in industry or other fields) is not a technology when it is planned in advance, the characteristics of the final product and the means of achieving it are determined in advance, all the conditions for the implementation of this process are purposefully created, and finally this process is "worked". has the status of a technology only if it is "downloaded".

In activated (contextual) education, new modern forms of teaching and traditional forms exist in harmony, and it is possible to model situations typical of real professional activity in educational activities, in which the disconnection between educational and educational processes is eliminated, the listener can express himself as a subject of educational and future professional activities. will have the opportunity, the professional competence corresponding to the modern specialist model will be formed.

Therefore, the development of educational systems that create the necessary conditions for the full development of a person at various stages of continuous education, and ultimately

ensure the formation of personal and professional competence of students as a result of education, can be achieved only by radically renewing the pedagogical foundations of the educational process, all its elements.

In general, the new type of education system envisages a transition from education aimed at mastering previous experiences expressed in the form of educational information to future-oriented education aimed at preparing for situations encountered in future professional activities. The goal of the learner's activity is not to master a certain part of the social experience in the form of information, but primarily to be able to carry out future professional activities using knowledge and to form and develop abilities to acquire new knowledge throughout his life.

The conditions for pedagogical improvement of the creativity of pedagogic personnel in increasing the effectiveness of education in higher education institutions can be as follows:

- clearly expressed professional orientation, knowledge acquisition activity, which is manifested in the processing of acquired social experiences, inquisitiveness and creativity;
- development of scientific thinking that creates the basis for being able to make independent decisions in any non-standard situations that often occur in pedagogical activities, as well as to be able to analyze all the events and phenomena of the whole pedagogical process;
- organization of independent education, which includes a wide range of acquisition of society's culture and world culture, understanding of the educational process, improvement of one's pedagogical skills, direction of self-development, development of research activities;
- organization of education that allows to have individual methods in mental and practical activities by individualizing the professional development of pedagogues.

In order to improve the effectiveness of education in higher education institutions, it is also appropriate to implement the creativity of pedagogues in the process of pedagogical improvement.

The essence of systematic competence is as follows: it ensures the formation of skills and abilities in learners, such as organizing independent knowledge acquisition activities, reflection, creativity, physical and mental self-management skills, self-organization and development. Also, the theory of self-development, taken as a theoretical-methodological basis for creating a didactic model of improving professional creativity, fully corresponds to this.

In this paradigm, as a new strategic goal, it is not the acquisition of a specific set of multifaceted knowledge, skills, and abilities that increases in terms of quantity, but the improvement of professional creativity, which is considered an integrative quality of a person, and at the same time, it is necessary to help students in their direct professional activities and in general throughout their life activities. It is necessary to constantly develop the professional creativity and to expand its boundaries more and more.

The continuity of the development of professional creativity is achieved by fully taking possession of the wealth of professional culture in accordance with the capabilities of each person, his passions and inclinations, by providing the conditions that serve to create a foundation for the formation of internal needs and capabilities that do not allow this process to

be interrupted. Internal needs, inclination to activity and mastery of the mechanisms of its implementation determine the optimal result of education.

Pedagogical improvement of creativity of pedagogues in higher education institutions can be ensured by integrating three main factors:

- modularity, which ensures the appropriateness of the organization of the educational content based on the didactically adapted knowledge concept, structured in accordance with the basic competencies that reflect the specific characteristics of the professional activity of a specialist in a certain direction;

- organization of education according to activity, which determines the choice of forms of education corresponding to the purpose of education;

- education - aimed at ensuring the full development of a person by organizing a continuous process of development - technologicalization of education.

Appropriately adapted content and forms of education determine the choice of teaching tools, and they, in turn, provide conditions for the effective use of the technology system.

Competency-oriented education should be organized in such a way that the student should be engaged in creative work both during the training in the classroom and outside the classroom and should be able to do the following:

- being able to find solutions to problematic situations;

- to be able to defend one's opinion and have one's own point of view in solving non-standard life and educational tasks;

- to constantly acquire non-traditional methods of self-expression in study and practical activities. Creativity means "reshaping", "creating a new form with the help of existing form elements". "Reformation" creativity involves the discovery of a new form that resembles a previously known form, that is, the process involves replacing an inappropriate form with a more appropriate one. This means more perfect component placement than before. We need to show what heuristics, that is, new suggestions and guidelines, we have to prove the possibility of learning such creativity. We need to actively look for opportunities, new ways, learn things, identify distractions and assumptions. In this case, learning opportunities require an active pursuit of understanding the main directions, ways and means. Of course, it is necessary to obey the rules of our found forms.

Creativity is "transition from one form to another" - in this process, a new pattern of rules, drawing, and a new type of certain structures are created. Newly created forms will not be new interpretations of old forms. But what really emerges as new ways and new forms of understanding things, the use of metaphors - the transfer from one form to another - is an example of "transformational" creativity.

This heuristic process for creativity moves from forms and rules to emergent opportunities to develop rules of form. 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.

In order to increase the efficiency of education in higher educational institutions, it is necessary to organize trainings in which the main attention is directed to creative thinking, and

the main attention is directed to creative thinking. In order to develop creative thinking skills, managers and educators should pay attention to the verbs in the questions that encourage them to think. Tasks such as "define the concepts of knowledge, skills and competence" from the audience do not form creative thinking. The word "describe" in the question sounds like "tell your knowledge one by one" that you have. To facilitate creative thinking, the use of thought-provoking words such as relate, create, predict, analyze, describe, imagine, etc., is more effective.

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