

Creativity of a Teacher in an Innovative Educational Environment

Bakhodirjon Shermukhammadov
Fergana State University

The importance of psychological and pedagogical theories in the formation of a teacher's professional competence. The general content of pedagogical information accumulated in the countries around the world. The principle of the ability to purposefully highlight pedagogical information and be able to choose it correctly. Collection of materials for the study of advanced pedagogical experience. Methods for studying advanced pedagogical experience and their generalization. Organization of pedagogical creativity and personal scientific pedagogical research in the process of improving pedagogical skills. Criteria for evaluating the effectiveness of scientific and educational research (novelty, relevance, theoretical and practical significance). Effective use of scientific ideas and pedagogical experience in practice. Development of a system of individual activities. System definition. Consistency of activity, individual pedagogical activity, the ability to give a correct assessment.

Keywords: the process of education, extracurricular activities, mobility of pupils, multicomponent, complex activities, educational technologies, interactive techniques

INTRODUCTION

Pedagogical activity is creative in nature. When a person creates something, there is a need for creativity. The main essence of pedagogical creativity is obvious with the purpose and nature of pedagogical activity. Pedagogical activity is the process of solving countless pedagogical tasks to which an individual's personality, his worldview, beliefs, consciousness, behavior are subordinated. Creativity in the activity of a teacher is expressed in the ways of solving these issues, in the ability to find ways to solve them. Pedagogical experience is the source of pedagogical creativity. By advanced pedagogical experience, we mean the teacher's creative approach to his pedagogical task, the search for modern, effective ways and means of instructing and teaching students. Advanced pedagogical experience is the forms and methods, techniques and means that are used by the teacher.

The study of advanced pedagogical experience, the disclosure of new pedagogical phenomena and patterns on its basis, introduces qualitative changes in the educational process, leads to the solution of problems of managing the cognitive activity of students, modeling the educational process in a new way. A creative teacher must not only successfully teach and educate, but also must have skills and competencies. Modern scientific and technological progress requires the teacher to be creative, be able to think freely, convey to students the achievements of science and, finally, teach students creative thinking, research work.

Pedagogical experience is a set of knowledge and skills acquired by a teacher in the course of educational work. It is the pedagogical skill of the teacher that is the initial factor in the development of pedagogical science.

The system of accumulating pedagogical experience:

1. Goal setting (what I will learn);
2. Analysis, generalization, summing up;
3. Determination of achievements;
4. Collection of information;

The approximate content of studying the advanced experience of a school teacher.

1. Methodology and culture of speech.
 - A. the teacher's speech while communicating with students in the class;
 - B. the level of mastery of speech technique;
 - C. determining the level of teaching methods;
 - D. determination of the teacher's abilities, their attitude to the lesson

Owners of Advanced Teaching Excellence.

The Content of the Teaching Methodology Sh.A. Amonashvili

He taught his students to think. His students check and evaluate the work of their peers (no grades, of course!). They review each other's written work.

The Content of the Teaching Methodology V.F. Shatalov

Self-control and self-esteem are the cores of his methodology. He assesses all students on an assignment given at a specific time. Checking the diary, evaluating each basic signal has a positive effect on thinking.

What is basic signal? These signals are associative symbols that replace the meaning. This symbol recalls certain information in the memory for a moment. Traffic signs are the best basic signals.

The Content of the Teaching Methodology S.N Lysenkova

She motivated the students and taught them to think independently, using visualization, drawing models in the classroom.

Contents of I.V. Volkov's Teaching Methods

He organizes a "creativity room" at the school for children, where various classes are conducted with students, studies each student in his various activities (literature, art, photography, cinema) according to his interests, seeking the development of creative qualities.

The Content of The Teaching Methodology Ochilkhan Sharafutdinov

The technique consists of:

1. Thorough preparation for the lesson;
2. Correct planning of the topic;
3. Activity of students;
4. Use of technical equipment;
5. Conducting a class hour;
6. The content presented during the lesson should be accessible to students in the scientific, ideological, pedagogical and psychological aspects;
7. Connection of practical lessons with real life examples;
8. It is important to pay attention to teach being independent.

A fundamentally new approach to education is the conscious organization of the educational process. It will have a good effect if teaching national traditions, values are observed in the process and their important aspects are introduced.

The main directions of principal reforms in the field of education and upbringing are:

- reforming the education system;
- reform of the education and training system;
- reforming the education system based on a market economy;

- parents, teachers, creating a new view of the student on the educational process;

The idea of expanding, deepening the education system is very important, including in this content not only knowledge, abilities, skills, qualifications, but also the experience of creative activity, attitudes towards the environment, which constitute a common human culture. Advanced pedagogical, social experience is an important factor in motivating pedagogical excellence.

They are reflected in the following direction:

- types of activity (material and practical, social);
- images of social consciousness (morality, art, politics, philosophy, science, etc.);
- the system of social relations (material and ideological);
- material-social and natural benefits (wealth that is inherited by the next generations).

The main aspect of the new pedagogical technology is the need to create new school textbooks at a high level. When compiling textbooks, experience in the scientific, cultural, aesthetic, spiritual aspects should be taken into account. The reliance on advanced pedagogical experience in the formation of the pedagogical skill of the teacher leads to good results.

During the lesson, the main initiative is assigned to the teacher. The organizational form of the lesson depends on the interaction of its participants, on the methods and techniques of teaching. To achieve the goal, the teacher and the student must act together under the guidance of the teacher. The effectiveness of the educational process depends on the skill of the teacher. The educational process consists of management and cognitive activities. The teacher is responsible for such qualities of the student as the desire for knowledge, the ability to read, to learn, which become his inner needs, penetrate into real life, explore the world.

The didactic principle that allows students to develop initiative, organizing, thorough and deep assimilation of knowledge, the necessary skills and abilities, observation in them, to bring up thinking and coherent speech, memory and creative imagination, is educational activity. In such a system, both the student and the teacher have equal responsibility for the learning process. Together they define knowledge and ability, the individual needs of each student. In this case, the teacher becomes not just an "evaluator", but a source that transfers new knowledge.

Pedagogical innovations, assimilation by the teaching staff, application in practice are carried out in three directions, their assessment and

1. Pedagogical neology, in which some innovations in the field of pedagogy are studied.
2. Pedagogical-axiology, from pedagogical innovations, effectiveness is equated.

Pedagogical methodology in which selected pedagogical innovations are used in practice.

The skill of the teacher is understood as the interaction of the teacher with the children in the classroom, the creation of psychological unity in the classroom by choosing a certain way of communication for each methodological approach. Only with the introduction of a new approach to the educational process, creativity, creation, there is an increase in the effectiveness of teaching, that is, the requirements, inclinations, desires of the child are satisfied at the level of his capabilities; the student's responsibility for the educational process increases; skills of independent acquisition of knowledge are formed; there is confidence that he will enrich his knowledge throughout his life; the skill of creative thinking is formed; an environment is created in which the individual will find his place in society.

An outstanding scientist of the East, the wise Abu Ali ibn Sino in his book "Donishnoma", reflecting on upbringing and education, very accurately described how the individuality of each person arises not spontaneously, but in the process of personality development.

So, from this you can see that the teachers, when they enter the classroom, emotion dominates. The skill of the teacher directly depends on the sequence (attention, will, perception, memory, thinking) a student must form in his thinking a high level of knowledge, skills, and abilities.

The basis of a modern lesson should contain educational goals; scientists believe that any lesson should meet 10 requirements.

- The relationship between educational goals and education.
- The scientific nature of the lesson material.

- Connect with life in the classroom.
- Professional orientation.
- The use of tools appropriate to the content of the topic.
- Orientation towards consolidating the student's independent competence.
- Using methods and techniques appropriate to the content of the topic.
- Interdisciplinary.
- Providing location communication.
- Environmental education.

During the implementation of these stages in the process of the lesson, the teacher forms in students the qualities aimed at instilling exemplary educational qualities (moral, mental, physical, labor, etc.), the formation of a spiritual worldview, Eastern taste and elegance to the vitality of education, respect for nature, the Motherland ...

The tasks of the national ideology are realized in specially organized classes aimed at spiritual and educational work, in the educational process, lessons and extracurricular activities.

Extracurricular activities, as a rule, complement the theoretical and practical learning system. Its main task is to help students rationally allocate their time for self-realization, upbringing and engaging in socially useful work outside of school.

1. The tasks of conducting extracurricular activities of students include:
 - organize a circle of social adaptation and show the social mobility of students;
 - creation of the necessary conditions for the professional adaptation of future specialists;
 - orientation of students to self-continuation of learning;
 - creating conditions for the development of the abilities, interests and hobbies of each student (pupil);
 - to teach students (pupils) to spend their free time and rest effectively.
2. The system of extracurricular activities is multi-component and can be implemented at the leisure of students in the following composition, order, form and places:
 - as part of a study group;
 - as part of the staff of an educational institution;
 - individually;
 - in social groups and organizations;
 - in clubs, museums;
 - in labor collectives;
 - with in-depth independent study of individual disciplines;
 - in various forms of cultural leisure outside the educational institution.

The specificity of the system in extracurricular activities of a student (pupil) is that each of its components is designed separately and is not always covered by the sphere of pedagogical influence.

3. Planning the system of extracurricular activities of students:
 - work plan of the educational institution;
 - a plan for the spiritual and educational work of an educational institution with students;
 - a plan of spiritual and educational work with pupils of educational groups, etc.
4. Basic procedures and rules for drawing up a plan of educational work with students:
 - creation of a diagnostic basis;
 - taking into account the individual characteristics of students (pupils), the level of skill and the formation of the team;
 - determination of specific areas of activity in accordance with the main content components in the educational process;
 - a clear definition of the timing, forms, participants in the events;
 - convenience, viability and accuracy of the educational work plan;

- ensuring the personal participation of students (pupils) in the planning of educational work.

The modern organization of extracurricular activities is a creative process that requires both from the educator deep knowledge, qualifications and desire, and from the student (pupils) their aspirations and responsible motivation. Combining the interests of the student (pupil) and the educator is the only way to form the author's system in education. In this case, upbringing is viewed as a process of managing the maturity of an individual, as a criterion for creating conditions and opportunities for his socialization and development. Extracurricular activities (organization of leisure) can be understood as the sphere of realizing the creative potential of the individual (primarily the educator), his social activity.

The organization of the educational process in educational institutions is based on progressive national, spiritual and moral values and criteria, national pedagogy, ceremonies, holidays, games, etc. The use of interactive technologies or educational techniques in organizing and conducting them contributes to the formation of a student's feelings of love for their land, patriotism, professional dedication.

The educational process acquires particular importance in public education, secondary specialized and professional, higher educational institutions. The knowledge, skills and abilities of teachers, educators and leaders of groups, armed with the idea of national independence and the ability to convey it to the consciousness of every citizen, largely depend on their knowledge, abilities and skills, pedagogical skills in the process of upbringing, educational work and their methodology.

The upbringing process is a purposeful process of personality formation, specially organized and controlled for the interaction of the educator and pupils, the process of personality formation as its ultimate goal. In other words, the process of education - educational work - consists of a continuous chain of actions. The main result of the educational process is the formation of a comprehensively and harmoniously developed personality with high spirituality.

Educational activity is a complex of educational influence, which implies education as a whole, meeting various material and spiritual needs, subordinate to a single complex of educational goals, interacting with each other. Just as the learning process is made up of individual lessons, so the education process arises from educational activities. Activity, educational work are part of the educational process.

Educational work is a systematic, completeness, and continuity of upbringing. Educational work is a form of organization and implementation of certain activities of pupils. The main feature of educational work is the necessity, usefulness and feasibility of implementation.

Questions of methods of educational work, the system of knowledge, qualifications and skills necessary for the organization and successful continuation of the educational process, modern pedagogical technologies and their application in the practice of educational work remain among the urgent and important problems of pedagogical collectives.

Increasing the effectiveness of educational work with students (pupils) in educational institutions depends on the correct organization and application of the technology of educational work. And this, in turn, requires the creation for educational institutions of a methodology for conducting educational work based on the development of modern pedagogical technologies.

RESULT

The technology of educational work in educational institutions should be focused on creative activity, creative thinking and skillful actions, and the use of the most active forms, methods and techniques by the educator and students in achieving the set goals for educational work with minimal effort should become the main part of the ongoing and comprehensive activities of successful organizers of the educational process.

The pedagogical technology for the implementation of the methodology of educational work in educational institutions consists of such a sequence of actions as: design, implementation, control and analysis.

The methodology of educational work and the technology of its implementation, the organization of each specific work begins with the concept of a pedagogical goal, that is, pedagogical expediency (why is

this work organized and carried out, and also what should the educator and student (pupil) achieve?) And pedagogical skill (the ability to conduct specific work, organize the educational process, use various methods and techniques to interest students, arouse a desire for independent participation and creative work in the learning process) and control and analysis of their results, generalization (what did the students learn?).

In the course of designing the educational process, the educator chooses the methods, forms and techniques used in educational work with students (pupils). Then they realize the goals set in specific educational work. Further, the mechanism of control, refinement and analysis of work is determined.

In the course of designing the educational process, the educator chooses the methods, forms and techniques used in conducting educational work with students (pupils). Then they realize the goals set in specific educational work. Further, the mechanism of control, refinement and analysis of work is determined.

Summarizing all these works, we have established that the technology of educational work of an educational institution is a set of methods and forms used to conduct and analyze each specific educational work in the implementation of the set goals in an educational institution. For example, during the period of educating students in an educational institution in groups, at faculties, universities, institutes, various interesting events, holidays, competitions, as well as events dedicated to sports, creative work, artistic topics, classes, games, elections, quizzes and other events are held. For each educational event, there is an appropriate methodology for its preparation and conduct. The content and form of the planned educational activities are developed in advance by the educator, and then, in accordance with them, the event is planned. Thus, the effectiveness and efficiency of specific educational work will depend on their preparation and conduct, as well as on the organization of activities by educators with a collective of pupils and the technologies used in education.

As a rule, educational work is of a collective and creative nature and is called, respectively, collective educational work (CEW) or collective creative work (CCW). Game is a way of organizing a process that is filled with work and game, creativity and friendship, hope and joy, and at the same time is the main educational tool. In educational work, forms, means and methods of interaction between educators and pupils are harmoniously combined.

Educational work is based on two approaches: active and integrated. The first of the approaches requires the organization of such diverse forms of activity as cognitive, labor, social, artistic, sports, free communication. The second integrated approach manifests itself in the natural "fusion" of all manifestations of activity with an impact on a single process. Educational work encompasses at the same time moral, aesthetic, political and mental (intellectual) impact on oneself. While the active approach refers to the direction of upbringing, the integrated approach determines its meaningful nature: the pedagogical goal (the situation, the formation of the main and dependent sides of the goal of upbringing); planning; organization and training; direct execution of work; analysis of the results achieved.

SOURCES OF EDUCATIONAL WORK

The social situation of the period during which educational work is carried out is an important source of setting the goal of educational work and designing its implementation. This situation is due to social events in the country and the world, public holidays, anniversaries, government decisions, socially significant ideas and events of local life. As the second source of organizing and conducting educational work, it serves as a pedagogical diagnosis of the formation of the necessary qualities. Another source is the general direction of work, which determines the educational institution for a certain period. The joint state of these sources fills educational work with vitality, clearly defines their relevance and focus on a specific goal.

The main educational goal (most often the goal of moral education) determines the tasks associated with a specific job. In each work, the main idea is highlighted, namely, the general orientation of education (mental, physical, labor education, etc.)

The task of the educator at the stage of goal-setting is to assess the social situation, to subordinate his educational activity to the main goal, to analyze the degree of the pupils' readiness to perceive certain educational influences in the future.

STAGES OF PLANNING EDUCATIONAL WORK

The stage of planning educational work begins after the stage of goal-setting and differs from it only theoretically, but in practical terms it is an integral process. At this stage, educators are faced with such important tasks as: together with the pupils, determine all the components of the direction of activity, distribute responsibilities between the participants, show how they should be performed.

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