

Pedagogical Creativity as a Factor of the Professional Development of the Teacher-Teacher

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Annotation: The article examines the issues of the formation of individuality in a teacher, contributing to the upbringing of a child's creative personality. The more diverse personalities there are among teachers, the more likely they are to teach children who have many different and at the same time useful individual qualities.

Keywords: pedagogical creativity, creative personality, individuality, adaptation, progressive development, tendency, social attitude, democracy, pluralism.

At present, a new education system is being formed in Uzbekistan, focused on entering the world educational space. Among the priority strategies for the modernization of modern education is the focus on the development of the creative potential of students, as determining the condition for flexible adaptation to rapidly changing situations of social life.

The main trend of the modern progressive development of society is the democratization of life, economic transformations have affected the entire system of social relations, increased the requirements for those qualities that representatives of the new younger generation should have. First of all, the ability to live in an expanding democracy, openness, which requires a person to be able to express their thoughts orally or in writing, to convince, prove, speak and listen carefully to others, pluralism of opinions, communicate and interact with people on a legal and democratic basis. This presupposes, on the one hand, the ability to recognize, understand, take for granted the existence of many different points of view, conduct discussions and, on a highly cultural basis, resolve emerging differences; on the other hand, the

rejection of diktat and any means of exerting pressure on a person requires respect for her, recognition of her dignity and importance. Young people who graduate from high school should become the owners of all these qualities, and now we should take care to significantly change the system of education and upbringing.

In order to make a student a person, the teacher himself must have independence, literacy, initiative, independence, creativity and many other qualities, systematically develop them in himself. The personality of each teacher is individual, unique, uniquely realized in creative activity. As scientists note, "the creative side of a person is not universal, but individual, the characteristic is not personal, but subjective, constituting the essential basis of individuality."

Formation of individuality in a teacher contributes to the upbringing of a child's creative personality. The more diverse personalities there are among teachers, the more likely they are to teach children who have many different and at the same time useful individual qualities.

A significant moment in the positive creative development of a personality is the process of becoming a subject of educational activity - the student's transition from an orientation towards obtaining the correct result when solving a specific problem to an orientation towards the correct application of the learned method of action.

The basic principles of interaction between a teacher and a child in the creative process are consonant with the humanistic theory of congruent communication. In working with the class, artificial infantilization of

relations, ridicule, condescension, the desire for external amusement are unacceptable; expressiveness of the face, speech, artistry, clarity of facial expressions, gestures, "beaming" of the eyes, shaking hands, psychological "stroking" - mutual understanding, trust, readiness for creative interaction. In the individual style of pedagogical activity, choosing certain means of pedagogical influence and forms of behavior, the teacher takes into account his individual inclinations. Teachers with different personalities can choose the same from a variety of educational and educational tasks, but they implement them in different ways. Analyzing advanced pedagogical experience, the teacher should not literally copy it; he should strive to remain himself, i.e. bright creative personality. This will not only not reduce, but will significantly increase the effectiveness of teaching and upbringing of children on the basis of borrowing best practices.

Children, especially boys and teenage girls, highly value people who are enthusiastic, talented, successful, optimistic, capable of gifting and enriching them. Without hesitation, they entrust their fate to such people, believe them, boldly follow them. Individually - personal creative relationships between children and adults arise on the basis of joint hobbies. It all starts with common interests, discussion of business issues, joint creative activities, arrangement of exhibitions and competitions. And the interweaving of sympathies, trust, dedication to personal affairs and problems is amazed.

So, the main criteria for the level of development of creativity are: the strength of motivation for creativity, a measure of the severity of abilities that ensure success in creative activity at the initiative of the subject of the activity itself, the adequacy of a creative verbal and non-verbal product. The formation of a creative individuality depends not only on internal, but also on external (objective) conditions, these include: the social situation and its prospects; the level of development of modern science; the state of mass educational practice; methodological guidelines reflected in programs, textbooks, recommendations; the position and creative potential of a particular teacher and teaching staff, etc.

Thus, new conceptual approaches to creativity are considered as the essence of the life of a modern teacher. Creative teachers, even with objective difficulties, are constantly in search, experiment and find reserves, primarily in themselves, in the methodology of their work, improve, modernize, develop it, and in the same conditions achieve better results than their colleagues.

The creative educational process assumes each student to arrange a modern methodology of creativity, forms system thinking, not only to develop the initial creative potential, but also to form the need for further self-knowledge, creative self-development, to form an objective self-esteem in the student. And this creates the preconditions for self-realization in cognition, in educational activity, and subsequently in professional creative activity.

Another important aspect is the role of the teacher in the pedagogical process: he is not just a "lesson", but above all an active participant in the learning process (he also learns). Thus, S. Kierkegaard's idea that "to be a teacher in a good sense of the word means to be a student is realized: the learning process begins when a teacher learns from his students, puts himself in their place, tries to understand how they acquire knowledge". In general - the comprehensiveness of the learning process: students learn from the teacher; the teacher learns from the students; students learn from each other; teachers learn from each other. In other words, everyone learns. As a result, the process of interdependent development, creative mutual enrichment of the subjects of educational activity, based on the assimilation of its methods, is carried out.

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