



## **TECHNOLOGY FOR IMPROVING MECHANISMS OF CREATIVE TEACHER PERSONALITY FORMATION**

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### **Abstract**

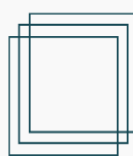
In this article, the mechanisms of forming a creative teacher's personality, Pedagogical personnel should work in accordance with the requirements of the times, have deep knowledge, skills, skills and culture to educate a well-developed person in all aspects, creativity of the teacher, the latest innovations in his field, thus in addition, detailed information is given about being aware of events and happenings in the whole society, and being able to use innovative news appropriately in their activities.

**Keywords:** creativity, knowledge, skill, competence, culture, education, training, innovation, pedagogy, creative activity, ability, responsibility, creativity, cooperation, thoughtfulness.

### **INTRODUCTION**

Efforts to reform the education sector of the Republic of Uzbekistan is the need for pedagogues to work in accordance with the requirements of the times, to have in-depth knowledge, skills, skills and culture to educate a well-rounded person. This brought the concept of "creativity" to the science of pedagogy, which studies the laws of education and upbringing. Especially today's development of scientific knowledge, the impact of creativity on the development of the individual, society and the state requires a deep study of this issue from a scientific and pedagogical point of view[11]. There is a social order to develop the creativity of teaching staff , especially in general education schools , and it is necessary to conduct scientific pedagogical research in this regard[10].

However, this problem has been analyzed and studied in many Western countries and Russian countries. For example, scientists such as NN Nechaev, Ya.A. Ponomarev, BMTeplov, DVUshakov studied the issue of creativity in general, while NABerdyayev, VSBibler, VNDruzhinin, PAFlorensky analyzed the spiritual and psychological aspects of creativity. In the scientific works of E.Yu. Artemeva, A.Yu. Agafonov, MMBakhtin, ANLeontev, the quality of creativity of a person is analyzed and the problems of diagnosis of creativity are analyzed. The development of methods for diagnosing creativity is one of the main problems in the field of science. By the 21st century, this term began to be used in the field of education of the Republic of Uzbekistan. Especially in innovative pedagogy, which has started to form as a separate and young branch of pedagogy, we are constantly facing this term.



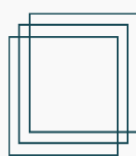
Creativity is analyzed as a special indicator of innovative activity in the scientific works of many of our pedagogic scientists, such as JG Yoldoshev and RAMavlanova[6]. RAMavlanova, in her textbook entitled "Pedagogy, innovation, integration in primary education", specifically focused on the issues of creativity and its formation. The content and essence of the concept of creativity are deeply analyzed in the manual. However, the scientific-theoretical, scientific-pedagogical aspects of the issue of creativity have not been investigated as a special object of scientific research[13].

## **DISCUSSION AND DEBATE**

Creativity is a process directly related to innovation. Because in order for a teacher to be creative, he must be aware of the latest news in his field, as well as the events of the whole society, and be able to use innovative news appropriately in his work. Innovation is taken from the English language and means "In-inside", "Novus-new", "innovation", "introducing something new"[1]. It is the introduction of new, relatively stable elements into a certain social unit (organization, population, society, group, system) and their change according to the purpose. The concept of "innovation" appeared for the first time in the field of cultural studies in the 19th century and meant the introduction of elements of one culture into another. In the 30s of the 20th century, the terms "company innovation policy" and "innovation process" appeared in the USA[14]. Innovations are divided into two types: Spontaneous, that is, as a result of social demands for innovations, there is no predetermined plan, methods and technologies for creating such innovations. Conscious, that is, goal-oriented innovations with a scientific basis[8]. The concept of innovative pedagogy was used in the West in the late 50s, and in our country from the next 10 years, scientists began to study this field. Innovative articles began to be published in world pedagogical publishing houses and magazines. Then, the Asian Pedagogical Innovation Center for the Development of Education was established under the auspices of UNESCO. This organization has been summarizing the pedagogical innovations of different countries and together with the international bureau on educational issues, has been distributing information about them to the pedagogical community in special publications. In connection with these processes, the concept of "innovative process" was created[7]. The innovation process is a system that includes structural structures and laws, innovative actions that allow organizing the educational process at the level of world standards based on the achievements of modern pedagogy and psychology. There are two views on innovative processes: Some new idea introduced into life is highlighted. The interaction of separately introduced innovations is their primary, competition and, as a result, the replacement of one by the other[5].

Innovative processes consist of the following stages:

1. The emergence of a new idea, i.e. the stage of innovation arising from the results of fundamental and practical scientific investigations (or those that appear suddenly).



2. Time of discovery, i.e. creation of innovation in the form of a realized object, material or spiritual product sample.
3. Further development and improvement of the created innovation. This phase culminates in achieving robust performance from innovation.
4. Diffusion of the innovation and its widespread application in new areas.
5. Dominance of innovation in a field . News loses its novelty and ceases to exist as news . This stage ends with the emergence of a new effective innovation or its exchange with a more effective one[14].

There are two types of news:

Innovation created for the first time . This innovation is equal to invention, that is, it means a new established reality.

2. It consists in further improving the previously existing theory and adapting it to the times .

In science, it has been determined that the course of the innovation process is subject to 4 main laws:

1. The law that the environment of pedagogical innovation is not in a bad condition. In this case, perceptions about pedagogical processes are violated, pedagogical awareness is violated, and pedagogical innovation is evaluated[2].
2. Law of final implementation. In this, there is a vitality of innovation , sooner or later, spontaneously or consciously
3. Law of improvement. Pedagogical innovation takes shape in this and has a tendency of practical action.
4. Periodicity of pedagogical innovation and the law of return. In this case, novelty is restored under new conditions. The following approaches form the basis of innovative processes:

1. Cultural studies , that is, the priority of knowledge for a person.
  2. Being able to use new technologies in personal activity and education.
  3. Multi-conversation (dialogic) approach, humanization of professional training;
  4. Individual - creative (teacher and student interaction, creative activity) approach.
- Innovative pedagogical processes are characterized by the following characteristics:

1. Students' self-management and orientation to education,
2. The development of the student's cognitive activity,
3. Increased student activity Innovative pedagogical processes are directly related to the innovative activity of the teacher[3]. Olima RAMavlanova presents three materials related to the innovative activity of the teacher . These are: assessment of the teacher's ability to engage in innovative activities and self-assessment, pedagogical card, assessment of the teacher's ability to carry out innovative activities[15].

Individual characteristics of the teacher: - based on the creative direction of the person  
- the ability of the person to acquire the methodology of creative activity, the picture of creative activity - curiosity, creative interest, knowledge of pedagogical research



methods - the possibility of personal work in creative activity, the pursuit of creative achievements, the technology of activity, the ability to create an author's concept, boldness and self-confidence, striving for progress, the ability to plan experimental work, responsibility, the desire to give good evaluations for the creative activity of the leaders, the ability to organize a pedagogical experiment at school, believing in the social importance of the teacher's creative activity, creative personal importance of activities, the ability to correct and reorganize activities, honesty and correctness, striving for self-improvement, the ability to use and compare other teachers' creative activity experiences, the ability to summarize, self-organization h ability, teacher's creativity, ability to cooperate and help each other in creative activities, practical application of a large number of solutions, independence of judgments (not being ashamed to express one's opinion), imagination, creative imagination (in learning ideas intellectual intellectual freedom), the ability to abandon monotony in pedagogical activity, overcome immobility of thoughts, sensitivity to the problems of risk-taking pedagogical activity, critical thinking, the ability to analyze one's own work. For example, the creativity of the teacher, the creativity that gives the essence of this creativity, has a priority character[17]. This shows how important the creativity of the teacher , who is the object of our research, is. In addition, scientist RAMavlanova tried to analyze the creativity among students and youth on the basis of comparative experiments and presented the following scientific data[9].

1. According to the scientist, "the reflexive-innovative practice program begins with the introduction of its participants. Enables an environment of emotional reflexive openness and courtesy. Exercises for the development of creative thinking are included in the practice.
2. The next stage - the vitality of creativity in unity is to tell the stories one likes, and then to introduce them into school life, to show the character of the heroes, to come up with a plot and perform it.
3. After that, a monologue will be read on behalf of one or another character, the character of the characters will be analyzed.
4. After that, school problems will be indicated , the most important ones will be marked with a "+" sign. The main exercises model the structural elements of the teacher's innovative activity. The following exercises are included: associative circle, pedagogical consulium, creative discussions, open lessons, assessment and analysis of students' reflexive thinking in the practicum program[12].

Working program of the practice:

1. Psychological pedagogical analysis of teacher's creative thinking, solving pedagogical issues.
2. Innovative activity of the teacher: implementation technology and structure (reflections on points of view).
3. Psychological obstacles in accepting the news (training of relations without conflicts).



4. Development methods of innovative relations, methods of discovery of solving problems. "Brainstorming", surprising question style, innovative games and others.
  5. Reflection (training of reflexive abilities) in the professional activity of the teacher.
- As mentioned above, the teacher's creativity and innovative attitude should be formed under the influence of the developing environment. Based on the tests, according to them, creativity can be defined as a departure from some analytical situation or within the limits of existing knowledge, and it can be confirmed as follows: creativity is a deep feature expressed in actualizing a problem full of personal thoughts[16]. The environment in which the teacher can become relevant should have the following opportunities: High-level uncertain potential and multiple options Uncertainty encourages self-searching without accepting ready-made directions. Multiple options allow you to find them[4].

## **CONCLUSION**

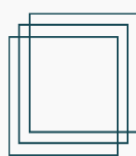
modern globalization and informatization of education, the creative activity of the teacher is of great importance. Innovative innovations entering the field of education today bring new concepts to the science of pedagogy. One such concept is the concept of "creativity". This concept is more widely developed in psychology. But the science of pedagogy requires the research of the content and meaning of this concept. The concept of "creativity" is related to the concept of "creativity". The social order to research the creative possibilities of a person determines the special importance of the problem of creativity . The dynamic (developing and growing) classification of personal creativity is reflected in creativity and its main aspects. However, although creativity is a defined scientific category of psychology and pedagogy, the concept of "creativity" has not found a suitable definition in the relevant dictionaries and is not sufficiently defined in the psychology of creativity.

The possibilities of modern science do not have the possibility of a universal explanation of the nature of creativity that fully satisfies the existing evidence and questions.

1. Creativity is a set of qualities of a person throughout his life.
  2. Creativity is a way of performing certain tasks and tasks assigned to a person.
  3. Creativity is a product of intellect (mind).
  4. Creativity is a God-given ability, discoveries.
  5. Creativity is a creative activity.
  6. Creativity is the spiritual, moral and social adaptation of creative people.
- category inextricably linked with culture .

Summarizing the above points, creativity is an integral part of human spirituality as a personality-developing category, a factor of self-development of a person, the basis of personal vitality, not in the multifaceted nature of knowledge possessed by a person,

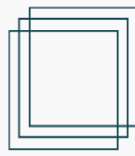




but in new ideas. we came to the conclusion that it is manifested in striving and in reforming and changing the established stereotypes in the process of creating new things, in making unexpected and unusual decisions in the process of solving life problems.

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