

MODERN APPROACH TO THE PROBLEM OF CREATIVITY

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Abstract: *This article discusses the essence of the concept of creativity. Development of creative abilities. Opportunities for developing creative imagination in primary school students.*

Keywords: *Creativity, creativity, ability, creative ability, imagination, development, concept, essence, development of creative abilities. Primary school students, opportunities for developing creative imagination*

Annotatsiya: *Ushbu maqola Kreativlik tushunchasining mohiyati. Ijodiy qobiliyatlarini rivojlantirish. Boshlang'ich sinfo'quvchilarida ijodiy tasavvurni rivojlantirish imkoniyatlari haqida fikr yuritadi*

Kalit so'zlar: *Kreativlik, ijod, qobiliyat, ijodiy qobiliyat, tasavvur, rivojlanish, tushuncha, mohiyati, ijodiy qobiliyatlarini rivojlantirish. Boshlang'ich sinf o'quvchilari, ijodiy tasavvurni rivojlantirish imkoniyatlari*

Аннотация: *В данной статье рассматривается сущность понятия творчества. Развитие творческих способностей. Возможности развития творческого воображения учащихся начальной школы.*

Ключевые слова: *Творчество, креативность, способность, творческие способности, воображение, развитие, концепция, сущность, развитие творческих способностей. Учащиеся начальной школы, возможности для развития творческого воображения.*

Creativity (lat., eng. “create” – creation, “creative” creator, creator) – characterizes the individual's readiness to generate new ideas and expresses the meaning of creative ability, which is part of giftedness as an independent factor. A person's creativity is manifested in his thinking, communication, emotions, and certain types of activity. Creativity characterizes the individual as a whole or its specific features, mental acuity. Creativity is also reflected as an important factor of giftedness.

According to the American psychologist P. Torrens, creativity is the formulation of problems or scientific hypotheses; testing and changing the hypothesis; identifying the problem based on the formation of decision results; expressing sensitivity to the contradiction between knowledge and practical actions in finding a solution to the problem. Like any other quality (virtue), creativity is not formed at once. Creativity is consistently formed and developed at certain stages.

The possession of creative qualities by a teacher directs his personal abilities, natural and social strength to the high-quality, effective organization of professional activities. The

possession of creative qualities by teachers working in the higher education system helps them to create new ideas that differ from the traditional approach to organizing educational and training processes, not to think in a stereotyped way, to be original, to take initiative, and not to tolerate uncertainty. Therefore, a teacher with creative qualities focuses on a creative approach to organizing his or her professional activities, being active in creating new, progressive ideas that serve to develop the educational activities and personal qualities of future teachers, independently studying advanced pedagogical achievements and experiences, as well as having the experience of constantly and consistently exchanging ideas with colleagues about pedagogical achievements.

Usually, teachers' creative abilities are ensured through the pursuit of solving pedagogical problems, the implementation of scientific research or scientific projects, and the achievement of mutual creative cooperation.

A teacher does not become a creator by itself. His creative abilities are formed over a certain period of time through consistent study and work on himself, and it gradually improves and develops. As with any specialist, the foundation for future teachers to have creative abilities is laid during their student years and is consistently developed in the organization of professional activity. In this regard, it is important for a teacher to direct himself to creative activity and be able to effectively organize this activity. When organizing creative activity, a teacher should pay special attention to solving problematic issues, analyzing problematic situations, and also creating creative products of a pedagogical nature.

When solving problematic issues and situations, the teacher's creative approach to finding a solution to the problem helps him develop emotional-volitional qualities. By setting problematic issues before him, the teacher encounters evidence that contradicts his existing knowledge and life experience. As a result, he feels the need to work on himself, to study independently. The teacher's research work and the implementation of scientific or creative projects further develop his creative potential.

This topic has been studied by many scientists and abroad, and many analyzes have been conducted. The formation of a creative personality can be defined as the development of a person in the direction of creative activity and the creation of creative products that are performed in a mutually beneficial way. The pace and scope of this process depend on biological and social factors, the activity and creative qualities of the person, as well as existing conditions, vital and professionally conditioned events. In modern conditions, it is necessary for a teacher to have creative qualities.

The concept of creativity (lat., eng. "create" - creation, "creative" - creator, creator) when translated from English means creativity. Creativity can be defined as: striving for creativity, a creative approach to life, constant critical reflection and analysis of oneself. Based on modern psychological and pedagogical dictionaries, a teacher's creativity can be defined as the level of his thoughts, sensations, communication, a particular type of activity, a creative approach, and knowledge. Creativity is responsible for reproducing existing information in a person and creating an infinitely new model of it. Paul Torrance, known as the "father of creativity", identified four creativity skills.

His research shows that it is possible to form and assess these creative skills: 1. Fluency. It is based on the word "many" - the ability to come up with many ideas. 2. Adaptability. The skill of coming up with different ideas is based on the word change. 3. Originality. The skill of coming up with an idea that is different from others, that stands out, is based on the word unique. 4. Creativity. The skill of extending ideas is based on the word addition. In creativity classes, these skills intersect when educators are asked to come up with great ideas (originality); extend them (development); or compare and find connections in them (adaptability).

Patti Drepeau also points out four ways to successfully develop creative qualities in a person:

- Formation of creative thinking skills;
 - Development of practical creative action skills;
 - Organization of creative activity processes;
 - Use of creative products (developments).
- According to foreign educators, in particular, Patti Drapeau, the creativity of a person, especially a teacher, inspires others to organize their creative process.

Developing creativity in future teachers Future teachers should... - be interesting; - have complex tasks; - have a clear goal and time frame Future teachers should... - understand that creativity creates a sense of imbalance; - help get rid of anxiety and fear; - help develop creative thinking skills with other skills; - guide, not "rescue" Future teachers should... - encourage through conversations; - provide constructive feedback; - introduce new instructions Future teachers should... - be able to develop other types of creativity in themselves; - be able to work in a group; - creating an environment that will be a foundation for emotionally free and positive thoughts. Many approaches and methods in the education system are still focused not on creative thinking, but on interpretation and analysis, that is, on understanding and correctly conveying the information provided, and, if possible, on generalizing several pieces of information and drawing conclusions.

As is known in childhood, a child's imagination and imagination play a very important role. But how many people think about the need to develop children's creative abilities. Unfortunately, many adults do not pay enough attention to the development of a child's imagination, which significantly limits the possibilities of children in the future. Creativity plays a very important role in the life of every person. Imagination and fantasy help people both in relationships and at work, but most importantly, creative people are able to express themselves, which helps them succeed in any business. So, even if the child does not suffer from a lack of imagination, parents should pay attention to the development of their creative abilities.

The main development of creative abilities in everyday life is carried out through the game. In the game, children are likely to like games that are able to determine the most interesting sphere of activity for children. Therefore, the game is one of the main ways to determine creative abilities. Psychologists have developed special tests in the form of a game that allow you to determine the level of development of your imagination and the child's way of thinking. Some children act with the power of imagination, while others are more

inclined to capture images from memory. Sometimes children refuse to participate in such games, which indicates the need for a special approach to the child. Creating the necessary conditions for the development of children's creative abilities also plays a big role. Parents should not only give the child the opportunity to develop, but also take an active part in it. In no case can you put pressure on the child, allow him to play the game or engage in applied art. In particular, this mistake is permissible with the development of musical abilities. Since the child's interest in music is not enough, parents rush to give him to a music school. In order to form any creative abilities in children, it is necessary not only to identify the baby's inclinations, but also to carry out serious work that will strengthen the desire to develop in the right direction.

Methods and means of developing children's creative abilities

You can use almost all surrounding objects and situations as a means of developing creative abilities. Creativity means creating, creating. Therefore, the main goal of the child's lessons is to teach him how to portray and understand what he discovered in the end. Sometimes, without realizing it, we develop children's creative abilities through games and communication. However, consistency and methodicality are necessary for harmonious development.

For example, do not bring a child to a wedding, playing developmental games. If you feel that interest is starting to weaken you, leave the game. But long-term breaks are also not allowed.

The best way to create a program for developing children's creative abilities is to create a program for developing children's creative abilities. The program should include all methods of development - visual, verbal and practical. Visual methods include viewing any pictures, drawn or real. For example, when studying clouds, determine what they look like.

Verbal methods include various forms of communication, stories, conversations. For example, the joint composition of fairy tales, in turn, thinks out a sentence on a plot. Practical methods include games, creating and using various models, and performing developmental exercises.

Combining all methods, you can achieve the comprehensive development of the child, which will have a positive effect on his intellectual abilities.

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