

The teacher's skill and creativity in using problem situations.

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Abstract: A teacher's abilities can and should be manifested through creativity, which affects the personal professional trajectory, a system that reflects original approaches, technologies, and methods of educational activities. As a result, the achievement of the teacher's creative activity will be a qualitatively new result. The article examines creativity as one of the most important components of pedagogical skills. It also reveals the main approaches to the problem of creativity as one of the characteristics of a teacher's personality traits. It is emphasized that the teacher's creativity is manifested in his professional activities and has a productive impact on the education and training of students.

Keywords: creativity, teacher, creativity, competence.

Creativity in pedagogy is the teacher's ability to find and use non-standard approaches to teaching, preparing lessons, and interacting with students; it allows the teacher to easily find material tailored to specific students' needs, characteristics, and interests. This significantly increases the efficiency of the educational process. And a creative teacher can create an atmosphere in which children will develop creative abilities.

In their teaching activities, many teachers face the following problems:

- low level of motivation;
- decrease or lack of interest in the subject;
- high level of anxiety among students;
- rapid fatigue in lessons and, as a result, overload of students, deterioration of their health.

I consider one of the main solutions to these problems to be the activation of students' cognitive activity, both in class and outside of class.

Active cognitive activity of students in the classroom improves the assimilation of knowledge, increases interest in the subject, and increases children's self-esteem, which, in turn, helps schoolchildren feel more comfortable in the classroom.

Activation of students' cognitive activity can be achieved using modern pedagogical technologies.

Nowadays, the idea of creative education for children has become central, especially in a regular school.

What type of creativity is available to the student in the classroom? In a lesson on any subject, students can take on the role of scientists and discover new knowledge for themselves. Thus, it all begins with the emergence of a problematic situation: the scientist is faced with a contradiction and has a feeling of surprise or difficulty. You have to do specific mental work: recognize the contradiction and formulate a question. Then we need mental work to put forward and test hypotheses.

The search for solutions begins. Only rigorous testing turns a correct guess into a solution, i.e., into new knowledge.

Our time is a time of change. Now in Uzbekistan, we need people who can make non-standard decisions and who can think creatively. Unfortunately, modern mass schools still retain an uncreative approach to acquiring knowledge. Children lose the joy of discovery and may gradually lose the ability to be creative.

The development of students' creative abilities is important in all approaches to school education, but improving creative thinking at primary school age is of particular importance. There are a sufficient number of teaching aids on the Russian language in elementary school, but there are very few that would collect and summarize data that would allow students to develop creative thinking in Russian language lessons without going beyond the scope of the course. There are few teaching aids for the use of problem-based learning technology in primary school. Therefore, I concluded that it was necessary to create a well-thought-out system of exercises to develop students' creative thinking.

The practical significance of this work is the development of a system of cards with different degrees of difficulty for the same task for students with different levels of creative thinking, a system of tasks for the development of creative potential, and a system of leveled tasks based on personality-oriented learning technology.

When forming creative thinking, I identify three main conditions for the formation of creative thinking:

- 1) individualization of education;
- 2) research and learning;
- 3) problematization.

Problem-based learning cannot be equally effective in all conditions. Practice shows that the process of problem-based learning destroys various stages of both the intellectual difficulties of students and their cognitive activity and independence when mastering new knowledge or applying previous meanings in a new situation.

I was tasked with organizing problem-based learning in such a way that, along with the high efficiency of learning results (formation of spelling skills), the development of creative thinking of each student would be ensured.

Based on the fact that the choice of method of teaching the Russian language depends both on the purpose of learning and on the content of the educational material that belongs to mastering, I selected material that can be studied using both traditional explanatory and illustrative and problem-based (search) methods. Spelling rules were such material.

For each rule, goals of a problematic nature were set for the formation of a corresponding skill, for highlighting, understanding the spelling pattern, a component of the rule, etc. Thus, when considering the rule for spelling words with a soft sign in the middle of the word, the task was to develop the skill in students' transfer of such words and the rules for spelling unstressed vowels, highlighting them in sounding words. For other rules, the task was either to determine the significant parts of the word (morphemes) or to form the corresponding skill.

Before teaching each rule, I learned what knowledge, skills, and abilities were needed to master it. First of all, to acquaint students with the spelling rule planned for study, they repeated the concept of vowels and consonants, stress, unstressed and stressed vowels, roots and roots with alternating vowels and consonants, consolidated the ability to place stress, and highlighted the root in a word. The better the students knew the fundamental material, the easier it was to master the rules.

In problem-based learning, when creating conflict situations, the material is mainly used, the assimilation of which is based on an in-depth understanding of the basic relationships between its essential features, patterns, general principles for solving a whole class of problems, etc. Tasks-problems place the student in conditions of uncertainty, and the emergence of errors is quite possible here. Such mistakes are not terrible if the teacher draws the students' attention to them and achieves an understanding of the reasons that gave rise to the mistakes and ways to overcome them.

So, an educational problem can exist in two forms: as a question that does not coincide with the topic of the lesson, the answer to which is new knowledge, and as the topic of the lesson. In a problem-based lesson, the teacher "guides" students through the formulation of a problem in one of two possible ways, each of which increases students' motivation to study a new topic but has its specific developmental effect.

The current stage of development of pedagogy is called the stage of creativity and innovation since it marks the successful combination and interaction of various studies, the purpose of which is to educate a creator (creative, artistic personality) capable of becoming part of constantly developing socio-economic relations and creating their capabilities.

Realities allow us to conclude that if you want to be happy in a modern environment, it is not enough to acquire professional knowledge and skills and be able to apply them in practice. The most important thing that efforts should be directed towards is the constant development of both your creative potential and like-minded people capable of generating new, creative ideas.

An analysis of the latest educational documents in the field of higher education in Ukraine has shown that the object of education and upbringing should be a professionally competent, proactive, creative person, endowed with a sense of duty and responsibility to society, capable of quickly adapting to the modern world, the characteristic features of which are personal enhancement, intellectualization activities in the context of dynamic changes in technology and technology, the continuous growth of information volumes. That is why, in our opinion, an important task of modern higher education is the formation of a creative individual capable of constant self-educational activity.

In the context of changing values and priorities, a modern teacher is expected not only to be professional, competitive, and master new technologies, but also to be able to create a comfortable developmental environment. The purpose of education changes from the process of transferring knowledge, skills, and abilities to the formation of readiness for self-knowledge, building oneself as an individual, and an active awareness of one's purpose. Therefore, the teacher's task is not to impart ready-made knowledge.

A universal interpretation of creativity as the fundamental principle of creativity was given by E.P. Torrance. "Creativity is the ability to generate original ideas and use non-standard methods of intellectual activity (in a broad sense); divergent abilities (in a narrow sense). Creativity is the process of finding ideas and hypotheses, testing them, modifying them, and creating them by others."

Currently, problems of prevention and psychohygiene of creative work, regulation of personality states, success of vocational training, and creative activity are being studied by A.L. Groysman. In his scientific studies of the success of professional training and the creative activity of a specialist (including the teaching profession), the ways of objectively determined integration of psychology, medicine, theatrical art, and pedagogy are opened to ensure the adaptation of the individual in the modern world.

Personal mechanisms that ensure the self-development and creative self-improvement of a person in professional work and life are adaptation, correction, and presentation, per the idea of A.V. Petrovsky about the three phases of personality formation in the social environment: adaptation, individualization, and integration. These mechanisms determine the stages of creative development of the individual

(propaedeutic, basic) in the process of professional preparation for work and their educational support.

Modern, developed school pedagogy studies the essence of education not only as obtaining a result but also (especially) as the organization and mastery of the process of creative learning and education, during which the creative potential of the individual and creativity in general develop. This indicates that there has been a change in priorities in Russian psychology and creativity pedagogy. From the study of abilities (for example, abilities in mathematics), there is a change to a more relevant direction: the study of methods and techniques for the development of creativity and creative thinking, since it has been established that every student, be it a schoolchild or a student, has unclaimed potential for creativity (for example, independent creation of new knowledge). The teacher's task is to reveal these potentials and develop the student's creativity.

The problem of creative readiness is determined by the mechanisms of adaptation and "criticism" in the process of pedagogical professionalization. A future teacher can be ready for creativity when he assumes the position of master teacher, creator, and innovator, having previously mastered all aspects of professional life, including creativity and competence.

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