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Problems of Formation of Students 'Creative Activity in Pedagogy

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Abstract: This work is focused on foreign experience in the formation of creative activity of students in the educational process and research work carried out in our country. There are also various innovative pedagogical technologies aimed at creating creative activity among students.

Key words: creativity, creativity, pedagogical technology, axiom, creative thinking, creative activity, student, intellectual.

Today, scientists and educators must work hard to develop advanced pedagogical technologies, and they are responsible for that. There is a growing interest in this area in foreign countries. One of the new pedagogical technology projects proposed by Russian scientists is the axiomatic approach - the basic idea underlying this approach: the design and creation of pedagogical technologies should be based on the requirements of the system of didactic axioms.

According to scientists, the science of pedagogy has always used axioms. As you know, a situation that does not require proof is called an axiom. There are many such situations in the pedagogical process: classroom system, 45-minute lesson, thematic plan and others.

In recent years, we have witnessed the process of standardization of the educational space. It was a very complicated job and a surprise for the performers. The emergence of educational standards has exacerbated the current situation, as no technologies have been developed to ensure unconditional compliance with the standard and to introduce it into pedagogical practice. In order for each student to reach the level of educational standard, new pedagogical tools will be needed to replace the existing traditional methods in educational institutions.

Bringing the learning process project to the level of technology and the implementation of this project will not only turn the student into a highly qualified specialist, but also strengthen the position of the learner and open new horizons of creative collaboration. Now the teacher is the author of the project, which is a new task.

Today in the scientific and methodological literature we come across such terms as "creativity", "creativity". It is no coincidence that these terms appear in the pages of literature.

The word "creation" has a lexical meaning similar to the words "create", "discover something new".

Creativity comes in many forms. Curiosity, inspiration, aspiration, and so on, are the process by which creativity emerges from the highest level in the human mind. An individual's need for action is an aspiration that is not a new goal in the activity.

Creativity is the process of human activity that creates qualitatively new, material and spiritual wealth. Creativity is the ability of a person to work. Based on the knowledge of the laws of the objective world, labor can be created in such a way as to create a new reality that satisfies different social needs. Types of creativity are determined by creative activity: inventor, organizer, scientific and artistic work, and so on. Opportunities for creative activity depend on social relationships. Today's education reforms, which have been carried out since independence, depend on the training

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of highly qualified personnel who take a creative approach to their work and contribute to the rapid development of science, technology, art and industry. Therefore, it is important and necessary to educate every student in the spirit of creativity, based on the students of social development.

Psychologist ND Levitov proved that creative activity is based on the following criteria:

- independence of thinking;
- mastery, speed and robustness of the training material;
- speed of ingenuity in solving non-standard tasks;
- to be able to distinguish the important from the insignificant by going deep into the essence of the events under study.

The conditions for the formation of students' creative activity in primary education are understood as the process of emergence, implementation and development of these conditions.

They are:

1. The knowledge, skills, and competencies that students need to acquire in shaping their creative endeavors.
2. The relationship of theoretical knowledge and practice in the formation of creative activity.
3. Creative activities to create heuristic problem situations.
4. Technological approach to the formation of creative activity of students.

These conditions are fulfilled as follows:

The following requirements are set for the knowledge, skills and abilities that students must acquire in order to form their creative activity.

- the level of mastery of the program materials;
- have mastered the basic concepts and rules of the subject;
- be able to independently perform tasks on the chosen topic;
- understand the main problems of the studied topics;
- be able to use teaching aids and equipment, information technology in the performance of tasks;
- be able to demonstrate and develop their abilities;
- be able to set goals for the topic, make plans and evaluate the results;
- be able to prove their point of view in the study of topics;
- be able to recommend their own version, etc.

The technology of heuristic activity is as necessary and legitimate as the creative abilities of children.

One-on-one training, systematic training on the course, is based on heuristic activities.

Technological efforts to create and develop heuristic situations are a way to ensure the results of children's creativity. Here are some technological guidelines for teachers to prepare and conduct heuristic situations:

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1. The main educational object of the situation (object, concept, event, process, tradition, object, etc.). Identify the problem that is of interest to the object and the children; helping children find their personal inner connection with the object of study, directing them to think about how to prepare for problems that are personally important to them. This is based on personal experience and the learning outcomes of the students.

2. Children are given a problem or task that has no solution. Completing this task will only be effective if the classroom is uplifted and students are active through the task.

Assignment description may be the result of a group discussion of the problem. The task described by the children is not only interesting, but also new if it is new to the teacher.

3. Allow the student to personally solve a situation (task) that has arisen or is created. It is the main stage of the heuristic situation. It is necessary to determine the sign of creativity in any educational outcome.

4. Demonstration of examples of students' educational work: poems, stories, assignments, descriptions, symbols, pictures, projects, etc., the organization of exhibitions, the discussion of written reviews make reviews with lectures.

5. To be able to substantiate the educational work with pictures, narrations, descriptions, opinions of scholars, information in textbooks, personal knowledge and imagination after the demonstration.

6. Organize children's activities to compare, contrast and classify works of art. When students identify their views or patterns of creativity, they are helped to understand the reasons for the change in their perspectives. Development of educational conditions will be ensured.

7. Thinking and analyzing students' understanding of the methods used to learn, the problem and the solution. Help students identify individual outcomes. Identify team-based learning outcomes.

The duration of the educational situations of the researcher varies, and they can be a chain of interrelated situations. Level of organization of research in the principles of research situations:

Primary education programs, the analytical results of the subjects taught show that students in grades 1-4 have the opportunity to carry out the formation of creative activity in several stages, including the creative activity of students in the classroom. although the direct presentation of focused learning materials is not specified, a skilled teacher can carry out his / her activities on the basis of various methods of shaping the creative activity of students. Oral questioning; writing; practical work; it is possible to shape the creative activity of students through various didactic games. For example, in the "Reading" class of primary school, the concepts given in the teaching materials for the formation of children's creative activity can be studied through a concrete-inductive method, and the teacher's skillful organization of the lesson can create the basis for increased creative activity.

In doing so, students first identify the general features of the concept being studied by completing the teacher’s assignments, and then, under the teacher’s guidance, try to create the definition independently. This way of introducing new concepts is especially effective in the lower grades. In addition, problematic situations are created in the process of introducing concepts through a specific inductive path, which results in the formation of creative thinking skills in students.

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