



OPPORTUNITIES FOR THE DEVELOPMENT OF EDUCATIONAL SERVICES BASED ON CREATIVITY PEDAGOGY

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ABSTRACT

The article explores new opportunities for the development of educational services based on the pedagogy of creativity. As the education sector undergoes transformational changes, there is growing recognition of the importance of developing students' creativity. This topic delves into the theoretical foundations of creativity pedagogy, explores its practical applications, and examines potential ways to expand educational services in which creativity is a cornerstone. The goal is to shed light on how using creativity in education can lead to more dynamic and effective learning environments.

KEYWORDS

Education system, creativity, educational services, creativity pedagogy.

INTRODUCTION

The traditional education system is often criticized for its emphasis on rote memorization and standardized testing, which can stifle students' creativity and critical thinking skills. In response to these problems, creativity pedagogy emerged as a holistic approach to education aimed at nurturing and developing students' creative abilities. This article aims to explore the theoretical foundations of creativity pedagogy and

explore the opportunities it presents for the development of educational services.

Among the trends of modern society, innovative processes in all its spheres occupy an important place. The implementation of such processes requires not only special professional training of a person for activities in a particular field of science, technology, production, but also the formation of an individual who



is ready to both effectively master and implement a creative approach to his life and activities. Thus, today the problem of educating a creative personality, developing a person's creative activity, which presupposes a person's entry into the world of creativity and the formation of his ability to transform reality, is of particular importance.

An appeal to the scientific literature shows that creativity is a productive form of human activity and independence. Psychologist I.J. Lerner wrote: "Creativity can be taught, but this teaching is special, it is not how knowledge and skills are transmitted." Thus, it is very important not only to convey information to students, but also to teach them to think, understand and comprehend what is happening in the learning process."

In the classical understanding of creativity by scientists, the emphasis is on the relationship between creativity and novelty - creativity involves the creation of something new.

In psychological and pedagogical literature, creative activity is understood as the activity of creating new original author's products of high professional quality. In pedagogical science, creativity is considered as the creation of new material and cultural values according to a creative plan, as the highest form of an individual who is active in independent activity.

The need for creative activity arises in a person in situations of a new type. A new type of situation is a situation in which a person has to carry out purposeful activity in conditions that do not allow or limit the use of his existing experience. A new kind of conscious situation can be called a creative situation. In other words: a creative situation is a situation in which a person realizes the need to carry out purposeful activity in conditions that do not allow or limit the use of his existing experience.

Creativity is a multifaceted construct, encompassing various aspects such as originality, fluency, flexibility, and elaboration. Understanding the complexity of creativity is critical to developing effective teaching strategies that promote creative thinking.

The study of creativity throughout the second half of the 20th century experienced ebbs and flows. A powerful impetus for this field in post-war America was given by D. Guilford, who in his presidential speech to the American Psychological Association in 1950 called on psychologists to pay special attention to the problem of creativity. During the 20 years after D. Guilford's call, a lot was done in the United States: diagnostic methods were developed, studies of the creative process and creative personality were conducted, scientific and scientific-practical centers began to operate.

Since the mid-1990s. The share of work on creativity in the total volume of all psychological publications has increased by approximately 30% compared to the previous decade.

Creativity today is increasingly perceived as the basis of social progress. The point is not only that the economy is becoming more knowledge-based, but also that in the sphere of knowledge itself, the ability to innovate begins to take on greater importance than the reproduction of ready-made forms.

METHOD

Research on the cognitive aspects of creativity helps to connect creative thinking with other cognitive processes, emphasizing the integral role of creativity in overall intellectual development. Creativity is not only a cognitive process, but also a process that involves the whole personality. It cannot be reduced to intelligence, as shown by the threshold model, which, however, is subject to serious criticism in the following pages, as well as the theory of the intellectual range.



Creative ability presupposes such personality traits as independence, self-confidence, risk-taking, aesthetic orientation, the ability to tolerate uncertainty, humor, and sometimes impulsiveness.

Creativity is also a process that can be analyzed at the social and cultural levels. On the one hand, creativity depends on the sociocultural environment. Researchers have identified factors that influence the emergence of creative ideas in science and art, such as cultural diversity, war, the presence of role models, resources, and values. The influence of the environment on creativity has also been traced at the micro level, for example, in the family, where the development of a child's creative abilities is facilitated by increasing his self-esteem, allowing emotional self-expression, and reducing punishments and prohibitions. In this context, the study of creativity acquires an important practical focus on improving the pedagogical system.

In the process of training students in economic specialties, they develop a need to create original ideas. At the same time, the following key features are characteristic of students' creative activity:

1. The desire to solve the problem by implementing original ideas. At the same time, interest in creative activity arises in the process of awareness, formulation of a problem, and its creative solution. In the process of such activities, students become aware of the insufficient development of knowledge, skills, and abilities; they experience difficulties in achieving their goals, which contributes to the development of interest in creative activities.
2. The desire to discover an original way to solve a given creative problem. At the same time, the method of solving a creative problem includes the formation of skills, abilities, technologies of creative activity, and motivational and value components of the individual.

3. The desire to combine previously available information, leading to the creation of new information relationships that stimulate the deepening of knowledge. At the same time, students develop a heuristic approach when implementing a creative idea.

All of these features can be taken into account during training sessions. Effective methods for developing interests in creative activities among students are: partial search method, heuristic method, method of problem situations, method of creative projects, etc. They contribute to the formation of students' own activity, their motivation to obtain an original result of creative activity.

DISCUSSION

The environment in which a student studies is a powerful incentive for the manifestation of creative personality traits. Everyday non-standard situations, increasing requirements for graduates, changing public and state goal setting in education, new pedagogical ideas, programs, textbooks, methods, forms of education - all this requires a permanent creative approach.

Among the main conditions in the development of interest in creative activity are:

- maintaining a favorable psychological climate in the creative team;
- stimulation of creative activity of students;
- consistent and systematic familiarization of students with the stages of solving creative problems;
- maintaining a situation of success in the process of analyzing the results of creative activity;
- stimulation of initiative and independence of creative activity. The student must be shown that the creative abilities he developed during his studies will be useful to him in his future professional activities;



– application of methodological approaches to performing creative activities.

According to G.S. Altshuler, the ability to be creative is not talent, but human nature. Everyone has creative abilities, but the creative “genetic” treasure will not be discovered until society has a need for it and the individual has the opportunity to realize it. Altshuler names the presence of motivation and mastery of the technology of creative work as conditions for the development of creative abilities.

Among the reasons that hinder creativity, students note fear of failure, fear of punishment for it, constant criticism addressed to them, disunity among students, and weak material incentives for increasing the effectiveness of creativity.

Another factor in reducing motivation for creativity is formalized performance indicators. How to measure the results of creative work? In what units would you rate a favorable atmosphere in the classroom? Who, when and where measured the success of a student in later life and gave a big plus to his teacher?

A master class is one of the effective forms of professional training for students. In the system of professional education of students, using a master class in the classroom, the teacher demonstrates techniques for a certain type of creative activity, stages of implementation, and provides assistance in finding and implementing a creative solution.

To maintain students' interest in creative activity during practical work, a variety of electronic learning tools are used, while the principle of clarity in learning is implemented. Electronic presentations, videos, videos with master classes, electronic tables with images of technological maps for performing creative tasks are widely used. Conducting master classes and using electronic learning tools does not limit the creative nature of the educational process. The

development of interest in creative activity among students is facilitated by a combination of teaching methods that provide a heuristic nature. It consists of leading students to formulate a creative problem, demonstrating the search for ways to solve it, and analyzing the quality of the result of creative activity. For example, in the process of searching for a compositional solution, a heuristic conversation is widely used, the answers to the questions of which stimulate the creative search of students.

But, undoubtedly, a student's creative abilities will not develop by themselves. There is a need for a learning environment that develops the student's creative abilities in a targeted manner. Special disciplines are needed that develop the student's creative thinking. For example, through involving the student in creative activities - a variety of practical classes of an applied nature that captivate the student and inspire search. Competitions with monetary rewards from the university and various grants play an important role here.

So, the factor in the development of students' creative abilities:

- a result endowed with the qualities of uniqueness and social recognition;
- involvement in the creative process itself and how the student experiences the creative process itself, what imprint this process leaves on his psyche.

Pedagogical skill here lies in transferring knowledge in such a way that the student engages in cognitive activity, so that ideas and awareness come to him during classes, so that his consciousness is active. So that the student feels that he himself guessed it. And then the value of knowledge in the student's mind increases significantly.

RESULTS



The use of tools to support or improve educational services based on creativity pedagogy has increased exponentially over the past decade. One key opportunity is to integrate creativity pedagogy into existing curricula at different levels of education. This approach ensures that creativity becomes an integral part of students' learning in various subjects.

One of the areas is technological integration. Exploring the intersection of creativity pedagogy and technology opens up new possibilities for educational services. Virtual reality, artificial intelligence, and other technological advances can be used to enhance creativity in the learning environment.

Teacher professional development is important.

Investment in teacher professional development is essential to the successful implementation of creativity pedagogy. Training programs and workshops can provide opportunities for educators to integrate creative teaching methods into their subjects.

CONCLUSION

In conclusion, this thesis highlights the importance of creativity pedagogy in developing a more innovative and dynamic approach to education. By exploring its theoretical underpinnings, practical applications and potential development opportunities, this study aims to contribute to the ongoing discourse on changing the future of education to better meet the needs of a rapidly changing world.

Using creativity in educational services is not just a theoretical concept; it is a transformative path to equipping students with the skills needed to navigate an increasingly complex and interconnected global landscape. We can emphasize once again: any profession is unthinkable without creativity. Creative people are the driving force behind the development of society.

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