

THE CULTURAL AND CREATIVE FORMATION OF YOUTH IN THE 21ST CENTURY AS A PROBLEM

SamDPI, "Musiq ta'limi" kafedrasi dotsent

*p.f.f.d. **Pardayev Sobit Abdivali o'g'li***

sobitpardayev@70gmail.com

Mirzayeva Dilfuza Bahodir qizi

SamDPI, (Vokal san'ati, an'anaviy xonandalik)

yo'nalishi 1-bosqich talabasi

dilfuzamirzayeva@01gmail.com

Abstract: This article reveals the significance of the types of creative and cultural activities, the social and pedagogical content of the concept of creative and cultural activities.

Key words: Creativity, culture, activity, social, pedagogy, value, idea, society.

INTRODUCTION. Paragraph 20 of the 3rd statement of the videoconference meeting held on January 19, 2021 under the leadership of the President of the Republic of Uzbekistan Shavkat Mirziyoyev on the issues of radically improving the system of spiritual and educational work and strengthening cooperation between state and public organizations in this regard, emphasized the need to carefully determine the direction and content of the activities of promoters of creative and cultural issues in educational institutions⁵.

The study of the problems of cultural and creative formation of schoolchildren is inherently complex, integrated, and is located at the intersection of problematic areas of philosophy, sociology, cultural studies, psychology, pedagogy and socio-cultural activities. The cultural and creative education of schoolchildren is a complex, multifaceted process. This is an integral process that shapes the consciousness of humanity in the development of culture, society and cultural and historical development.

To study the pedagogical aspect of this problem, it is necessary to analyze the fundamental foundations of the categories of "culture", "creative culture of the individual", "creative education", "youth", as well as to reveal the essence and specific features of the formation of cultural and creative activities of students in free time. First of all, if we pay attention to the meaning of the term culture, culture (Latin Cultura - "culture", "education, development", "respect") is considered as a specific area of human life and is a social phenomenon. It embodies a universal human experience that is transmitted from generation to generation through education, training, upbringing and determines the level of historical development of society. Thus, the phenomenon of human culture is a multi-component, multi-layered integrity that manifests itself both at the level of human culture, and in

specific communities of people (peoples, countries, industrial and informal associations, etc.), and at the level of an individual.

Cultural and creative education is carried out at all stages of the development of the personality in youth and, as an integral part of education in general, is of great importance in the formation and development of self-awareness, is a full perception and correct understanding of the beauty (wonder) in art and reality. It forms a system of artistic images, views and beliefs that help develop true criteria for cultural values, expand the artistic and creative worldview, organize human feelings, and contribute to the spiritual growth of the personality. At the same time, it develops a person's desire, readiness, and ability to incorporate elements of beauty into his life and express himself in creative activity and art. Artistic and creative activity has different levels of organization, has a rather complex structure, reflecting various forms and methods of artistic self-perception of the individual. Nowadays, turning to artistic creativity and art is especially relevant, because society and the state need spiritual revival in the search and implementation of pedagogical programs that create the basis for the creative education of young people.

LITERATURE ANALYSIS AND METHODOLOGY

Young people who engage in artistic creativity begin to understand artistic creativity, art more. Therefore, direct contact with artistic creativity is one of the important practical indicators of the level of artistic culture of a person. In this case, an important task of cultural and creative education is to involve young students in creative activities.

The ultimate goal of cultural and creative education is to form a creative culture of the personality. Artistic creativity is manifested in the types and forms of organizing people's lives and activities, in their relationships, in the created material and spiritual values, and is formed under the influence of many factors: objective and subjective, natural and social, internal and external, independent and dependent on the will. consciousness of people acting spontaneously or in accordance with certain goals. The formation of a person's creative culture is closely related to the existing system of creative education and is overestimated by the specific forms and methods that society uses for its purposeful development. The success of its formation depends on the educational impact of the forms of life associated with it on the personality. We are talking about the purposeful formation in each person of:

- cultural and creative consciousness as an integral part of social consciousness, which is manifested not only in consumption, but also in the creation of creative values;
- a culture of feelings that manifests itself in any sphere of life;
- special abilities and skills for the creation, preservation and dissemination of values associated with art.

According to M.A. Verb, the creative culture of a person is the main property of the individual, allowing him to fully communicate and actively participate in its creation. The connection of creative culture with the general culture and other aspects of the spiritual,

physical appearance of the individual is of particular importance. The essence of the culture of the individual is artistic and creative perception, experience and readiness and ability to creativity.

The possibilities of art as an activity affect the development of the creative culture of society.

The formation of the creative culture of young students is one of the important tasks in their transformation into a person, spiritual, moral and creative acquaintance with artistic and creative activity, the desire to create and confirm the semantic composition of the expressive world, the ability to fully perceive and correctly understand the beautiful in art and reality. The formation of the culture of the individual is a certain level of development of the taste of a young specialist, which combines a variety of feelings and volumes of knowledge. Philosophically, in its meaning, the sphere of cultural formation of the individual is open in its pedagogical aspect, stimulating creative scientific research. In addition, a person is not a passive being, he acts as a subject of his own formation and development. Sufficiently developed cultural perception means the presence of creative taste and feelings. The process of perception of artistic creativity is associated with the development of active, creative, imaginative, associative thinking. Scientific research by scientists emphasizes that the creative culture of the individual is a holistic unity of artistic consciousness and active creative activity.

RESULTS

Creative and cultural activity includes the creative side of all types of activity, including creative activity in the creation of works of art and other artistic values. A person's creative activity is possible when there is creative ability, creative knowledge, skills and abilities and consists of the following elements:

- a) the artistic and creative side of activity;
- b) creative activity in the creation of works of art and other values.

Artistic creativity is interconnected with creative activity and is a component of the creative culture of a person. Creative consciousness includes:

- a) creative perception;
- b) creative taste;
- c) creative needs and interests;
- d) creative feeling;
- e) artistic and creative abilities;
- f) artistic and figurative thinking.

The leading role in characterizing a person's creative culture belongs to his needs. The need for artistic creativity is a person's need for acceptable and harmonious activity, which is carried out in various forms of creative activity. In the structure of artistic creative needs, the need for artistic and artistic activity occupies one of the leading places.

The most important social functions of artistic creation - cognitive, educational, communicative, directional, hedonistic (the function of creative pleasure) - are implemented in a certain way: through the visual reflection of the world and the modeling of personality and human relationships.

The needs of a person for artistic creativity are interconnected with the manifestation of motivation, as the reasons for his action activity.

Motivation is an impulse to action, a dynamic process of physiological and psychological control of human behavior, which determines its direction, organization, activity and stability. "Motivational processes encompass what we consider from the point of view of the interaction of the individual and the situation. Along with the motivating aspects of the situation, determined by the perception of the possibilities of achieving certain goals, the motives put forward in this situation also affect the attractiveness of the expected consequences of the action. They also determine the breadth of equivalence classes of situations and methods of action. The motivation process, understood in this way, is the preparatory stage of action. It can be thought of as a cognitive processing process that includes emotional components and is aimed at a certain or specific result. The development of artistic and creative perception of a person contributes to the formation of a creative taste, the ability to assess reality and artistic phenomena in a certain way. In the process of perception of reality, the intuitive principle actively develops as a result of long creative development, the influence of purposeful education and self-education of the individual. A developed artistic taste characterizes a high level of human culture. In the history of the development of artistic thinking, taste was considered a central element of the culture of the individual. "The main basis of artistic and creative taste is a constantly working mechanism for directing a person towards the goal, embodying the idea of the beautiful, harmonious, perfect and expedient."

Taste has various aspects:

- psychophysiological (taste as one of the driving spiritual properties of a person, constantly coordinating his actions and activities)

- social (as a dialectical unity of general, special and unitary, social and personal, collective and individual);

- epistemological (individual manifestations of taste are always based on the concepts of various creative manifestations formed in public life).

The psychological mechanism of the functioning of taste, the feelings and interests of a person, are creative needs, which are manifested in various activities: in games, in educational, educational, social, labor activities, which are active, creative in nature, and have a high level of creative significance. The main indicator of the level of evaluative artistic and creative manifestations of a person remains the nature of creative ideals. Creativity, as the most important criterion for the creative assessment of reality and artistic phenomena, combines many personal feelings. An important indicator in the process of

forming a person's creative culture is not only the level of development of creative and artistic values accumulated by humanity, but also the level of human participation in artistic creation.

The great desire to communicate with peers arises from the need for young people in emotional contact. It can be considered as follows: a necessary condition for the life of a person and society; a source of creative transformation of an individual into a person; a form of transfer of knowledge and social experience; a starting point for self-realization; a regulator of human behavior in society.

The process of forming a creative culture of young people in the conditions of leisure clubs (associations) of students suggests a comprehensive consideration of the manifestation of the intellectual, emotional and volitional spheres of a person. It is necessary to take into account the special importance of the emotional sphere. The results of scientific research in this area Faletrova OM The development of the emotional sphere affects the state of motivational, action-practical and other personal spheres, and motivation for various types of activity increases.

DISCUSSION

The role of emotions in the creative and cultural process is diverse. A special role belongs to emotions in various forms of artistic creativity. K.S. Stanislavsky noted that the three spiritual spheres of a person - consciousness, will and emotions - are "the most difficult in the upbringing of a child". Studying this problem, his works emphasize the rapid development of students' moving emotions, the ability to experience deep experiences.

Independence is a volitional quality that manifests itself in a person in the ability to overcome obstacles of his own free will, set goals and achieve them. An independent person is confident in the correctness of the goal and fights in every way to achieve it. At the same time, independence does not prevent him from using other people's advice and suggestions aimed at assessing the possibilities of achieving the goal.

The opposite sides of independence are guesswork and negativity. In this situation, weak-willed people who do not know what to do and always expect advice or instructions from other people can be invited. They often doubt the correctness and appropriateness of their actions and fall under the influence of selfish, immoral people. Ultimately, they become convinced of the wrongness of their actions under the influence of these people and feel sorry and regretful for having trusted them. Negativism is a negative volitional quality, under the influence of which a person acts contrary to the correct and necessary advice given to him by other people. Negativism is often manifested in young people who strive to demonstrate their independence and independence from adults.

Determination is one of the important volitional qualities of a person, which is manifested at the initial stage of actions, when a person must show diligence in choosing the goal of his actions. A decisive decision-maker can quickly choose the most important

goal, comprehensively think through the ways to achieve it, and foresee the possible consequences of his actions.

Slowness is a negative volitional quality that prevents a person from quickly making the right decision and carrying out a voluntary action. A hesitant person shows hesitation in choosing a goal, does not know which goal to choose, doubts the correctness of the chosen goal, is afraid of the possible consequences of his actions. Sometimes hesitant people, trying to avoid unpleasant tension for them, rush to quickly set any goal that comes to mind, and without thinking about whether it is possible to achieve it or not, they begin to act.

Perseverance is the most important volitional quality that manifests itself in a person's ability to patiently overcome all the difficulties that arise on the way to achieving a goal. This quality is inherent in people who demonstrate strong-willed efforts for a long time in order to solve the task as best as possible and achieve high results. People who are not persistent are impatient and hasty in their actions, striving to achieve their goals as quickly as possible.

Perseverance is a strong will that helps in achieving a goal. A persistent person is confident in the correctness of the chosen path, understands the expediency of his actions and the need to obtain the desired results. If, under the circumstances, it is impractical to achieve the set goal, a person who stubbornly goes to it may abandon it or postpone achieving the goal until a more convenient time.

Self-esteem is a person's assessment of himself, his abilities and qualities, which is manifested in independence, conscious self-control and activity. A person who is self-reliant is able to overcome difficulties encountered on the way to achieving a goal and has qualities such as determination, initiative, courage, perseverance, and organization.

This phenomenon includes the categories of "creativity", "creative activity", "creative potential", and "creative productivity". Creativity is a process of activity that creates qualitatively new material and spiritual values, or is the result of objectively new creations. Creativity can be considered not only as a process of creating new things, but also as a process that occurs in the process of interaction between the individual (or the inner world of a person) and reality.

Moreover, changes occur not only in reality, but also in the individual.

"Personality activity is characterized by the subject's desire to expand the scope of his activity, to act beyond the requirements of the situation; Direction - a stable dominant system of motives - interests, beliefs, etc. ". Actions that go beyond the requirements of the situation are creative actions.

The creative-culturally prepared environment includes two interrelated areas: spatial-subject (production,) and spiritual-emotional (social, interpersonal relationships).

The creative environment of artistic creative units (associations) is an organized socio-cultural space that contributes to the development and self-development of young

people in the direction of artistic and creative activity. The elements included in the artistic and creative environment are selected based on the following principles:

The diversity, originality and antiquity of the types of artistic creative activity;

The harmony of national and regional components in planning events and creative activities.

The developing influence of the creative and cultural environment depends on the characteristics of communication in the conditions of artistic creative activity, motivations that stimulate the creative development of young people, creative thinking and independence.

In the conditions of creative and cultural environments, the environment as a means of forming the creative culture of young people is the subject, symbolic, color, light properties of space and life that form a stable complex of relevant creative, moral and creative, ideological and other values.

The creative environment associated with the process of forming the creative culture of young people in the conditions of creative and cultural environments has the following capabilities.

- creates, accumulates, preserves cultural and artistic values;

- regulates social and cultural activity through the norms, rules, traditions that exist and develop in this environment;

- distributes various information that becomes the cognitive basis of the process of creative and cultural education;

- has examples of effective application of students' creative experience in the process of self-development and changing the world around them.

The pedagogical conditions for using the creative environment as a means of forming the creative culture of young people are: updating the value-semantic foundations of students' participation in the formation of a creative environment; involving young people in the process of forming their creative environment; filling the creative environment with elements that reflect the essence of the educational organization.

The harmony of the creative environment in which young people live is determined by compliance with the main criteria for their acceptance and evaluation:

- a) self-awareness in the surrounding creative environment, the ability to understand the cultural significance of major events; self-esteem, expressed in the desire for a sense of calm, self-confidence, spirituality, comfort; b) a truly creative assessment that contributes to the awakening of joy, admiration; the creative filling of a person determines the feeling.

- c) assessment of the social significance of the creative environment includes the following concepts: awareness of the significance of a person's historical and cultural past, perception of the history of modernity, memory of events and people, history of historical monuments, art, pride, respect and self-esteem, a sense of connection with culture, art, etc.

d) assessment of practical conveniences and psychological comfort, the microclimate of the creative environment, which forms a general idea of the degree of compatibility of human culture and the socio-cultural environment. Creative and cultural units (associations) should perform the functions of carriers of the creative environment. And this, in turn, has a positive effect on the nature of the organization of socio-cultural events and forces people to actively participate in them. It should be remembered that the hierarchy and direction of the interests of young people are constantly changing. The choice of time, place, and type of pedagogically organized creative activity depends on this.

CONCLUSION

The personal qualities of the head of the leisure club (association) necessary for the effective implementation of the process of forming the creative culture of students are of great importance: commitment to creative education, compliance with requirements, prudence and self-control, as a manifestation of the stability of behavior in unpredictable situations; tolerance of intellectual, volitional and emotional stress; ability to perceive and process a large amount of information; observation, excellent memory; sensitivity, emotional sensitivity, empathy (the ability to give in to emotions, understand people's moods, determine their attitudes and expectations); pedagogical tact, non-conflict, adequacy of external manifestations, courtesy; openness; broad horizons; the presence of leadership qualities (initiative, ability to persuade). Based on the above, we have come to the following conclusions:

1. Creative and cultural activities are a powerful tool that influences the formation of students' creative culture, which helps to develop the personal potential, emotional and volitional qualities of young people, stimulates their creative activity and participation in society.

2. The essence of the formation of students' creative culture in our free time is determined by the combination of targeted and systematic pedagogical influences on the consciousness and behavior of the individual through the involvement of students in their creative activities, while developing mechanisms for involving the individual in the process of creativity and creative perception of reality.

3. The content of the formation of the creative culture of students in the activities of Creative and Cultural Circles (Associations) is determined by the special pedagogical potential of free time and is a set of purposeful and systematic pedagogical influences on the consciousness and behavior of the individual through their involvement in cultural and value forms of creativity and a creatively organized environment.

4. A specific feature of the formation of the creative culture of students in the conditions of creative and cultural circles is the limitation of the time indicator of the pedagogical process and the use of socio-cultural technologies in the process of educational activities, which are determined by the individual characteristics of the individual and are

aimed at introducing him to various types of art. creation of cultural values, expansion of creative outlook, development of creativity, spiritual and moral qualities and feelings.

5. The considered specific features of creative and cultural activity allow them to be successfully used in the process of forming the creative culture of students.

Having studied the main aspects of the problem of forming the creative culture of youth, we conclude that we are developing a model that will contribute to the effective formation of creative and cultural activities in the context of collectives (associations).

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