

**SOCIAL-PHILOSOPHICAL AND PEDAGOGICAL
INTERPRETATION OF THE CONCEPTS OF “CREATIVENESS” AND
“CREATIVE TASK”**

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Abstract. This article presents observations on the socio-philosophical and pedagogical interpretation of the concepts of "creativity" and "creative task". The article also analyzes the presentation of the concepts of creativity and creative task in various sources from the author's point of view and presents the author's definitions of these concepts from a personal point of view.

Keywords: Creativity, creative tasks, development, creative skills, modern education, educational process, teacher.

Introduction. Today's developing education system sets a number of tasks for educators. In the modern educational process, the issue of effective learning, ensuring students' interest in learning, and increasing educational efficiency is of particular relevance. The creative ability of the teacher plays an important role in the effective organization of this process, the realization of the individual abilities of students, their comprehensive support, and the active involvement of students in the educational process.

The pace and scope of the process of developing creative thinking abilities in future English teachers depends on biological and social factors, the activity and creative qualities of the individual, as well as existing conditions, vital and professionally conditioned events. Today's modern education system requires teachers to have creative thinking skills.

Effectively studying the process of developing creative thinking skills in future English teachers selected as the object of research based on creative tasks, identifying and isolating concepts that perform the "basic" function in scientific research in order to fully illuminate the essence of the research, and being aware

of how the content is covered through them, ensures the correct and effective organization of scientific and pedagogical activity. From this perspective, it was concluded that, based on the content and essence of the research work, the following key concepts can be interpreted from a pedagogical point of view to achieve the expected results: creativity, creative thinking skills, creative task, and improvement.

Literature analysis and methodology. Analysis of scientific and pedagogical sources shows that there is no single, unified definition of the concept of creativity. The concept of creativity is interpreted differently in different sources.

In particular, the concept of creativity in the pedagogical encyclopedia (creativity) (lat. creation - creativity, creativity) is defined as 1) the ability to create something new, unique, a mental process leading to the creation of an artistic form, thinking, ideas and solutions. 2) creative ability, which characterizes the readiness of a person to create and accept new ideas [1.B.315]. Thus, in the encyclopedia of pedagogy, “the presence of creativity in a person’s behavior and activities is determined by the ability to make independent decisions on solving a problem in a new approach, in a non-standard way, in contrast to existing traditional situations and experiences. In fact, everyone may have a tendency to creativity innately. There are a number of factors that determine the manifestation (or lack thereof) of creativity. The environment, as well as the content and methodology of education, are the main factors in the manifestation and development of creativity.” [1.B.315] Thus, creativity is “(creativity) (lat. creation – creativity, creativity) – the ability to create something new, unique, a mental process leading to the creation of an artistic form, thinking, ideas and solutions; a creative ability that characterizes a person’s readiness to create and accept new ideas” [1.B.315].

In the explanatory dictionary of the Uzbek language, creativity is defined as “creativity, creativity” [2.B.177]. In psychological dictionaries, creativity is defined as “having a research character and intensively developing goal-directed creative thinking in students” [3.B.47]. From a psychological point of view,

creativity is considered “as a manifestation of a person’s creative potential (thinking, feelings, communication, personal activity) and generally characterizes its individual aspects, products of activity, and the process of their creation” [4.B.92]. In the dictionary of the philosophical encyclopedia, creativity (from Latin *creo* - to create, to create) is defined as the ability to creative changes aimed at finding solutions to given processes and problems in an unusual way [5.B.1072].

Discussion and results. It should be noted that attempts to explain the concept of creativity are of particular interest to our country and foreign scientists. In particular, foreign scientists Ken Robinson interprets creativity as “a set of original ideas that have their own value” [6.B.566], while Gardner defines creativity as “a practical action carried out by an individual, which must reflect a certain novelty and have a certain practical value” [7.B.300]. Creativity, says Embile, “is the possession of highly unusual skills along with thorough knowledge acquired in a certain field” [8.B.29]. According to T. Lubard, creativity is “the ability to create a product that is novel and at the same time appropriate to the context in which it is located” [9.B.20]. According to P. Torrens, creativity is “the putting forward of a problem or scientific hypothesis” [9.B.21]. D. Wexler emphasizes that “Creativity is a type of thinking that requires a person to come up with several solutions to a problem or issue at once and, unlike stereotyped, boring thinking, helps to understand the peculiarities and uniqueness of the essence of things and phenomena” [9.B.21]. A.H. Maslow identified two levels of self-formation in creativity: the first is “involuntary creativity, in which a person suddenly comes to his senses, is inspired, and experiences difficult experiences”, “the second is voluntary, associated with hard work, continuous education, and the desire for perfection”. T.A. Barysheva and Yu.A. Zhigalova interpret creativity in pedagogy as a systematic (multi-stage, multi-dimensional) psychic (spiritual) education, including not only intellectual potential, but also the presence of motivation, emotion, level of aesthetic development, communicative parameters, competence, etc. [11.B.16] A.A. Ivina defines creativity as “not adapting a person to life, but rather changing it” [11.B.16]. A. V. Brushlinsky interprets creativity as

"manifestation of creative abilities of a person (thinking, emotions, communication, personal activity) and generally describes its specific aspects, products of activity, and processes of their creation." N.M. Gnatko defines creativity as "the ability to rethink and understand the functions of an object, to use it in a new way." E. Fromm emphasizes that creativity is "the ability to be surprised and to learn, the ability to find solutions in non-standard situations, and the ability to do so." H.E. Trik's idea is "Creative is the creation of something that did not exist before by man." [12.B.12]

The concept of creativity has also been studied by a number of scientists of our Republic. In particular, according to G. Ibragimova, "creativity is manifested as a set of skills associated with creativity, creative qualities". Sh. Pozilova concludes in her research work that "creativity is an activity aimed at creating new, original ideas as a result of non-standard thinking". N. Saydullayeva defines creativity as "a multifaceted concept that includes the ability to create new ideas, solutions or expressions that are valuable or meaningful in a given context. This includes the process of abandoning traditional forms of thinking and exploring new perspectives, connections or combinations. Creativity often includes originality, imagination, intuition and divergent thinking - thinking that deviates from the norm or standard solutions" [12.B.13]. According to Y.M. Asadov, one of the most valuable features of creative abilities is its key role in creating innovation. Innovation is a product of individual intelligence, manifested as a result of creativity. A.A. Aripyanova, taking into account the specifics of pedagogical activity and approaches to the study of creativity, determined the need to consider the creativity of pedagogical personnel in the following aspects: active, productive, personal, environmental, problematic. According to N. Muslimov, "Creative abilities are reflected as an important factor". In her research, Z.T. Nishanova emphasized the need to implement creativity as "creative thinking based on imagination, understanding, knowledge, skills, ideas, ethics, and motivation." O.I. Tolipova, speaking about the student's creativity, describes it as follows: "His unusual ideas, ability to find a creative answer to an unexpected situation, readiness

for any question, and showing the most perfect result compared to others, as well as his desire to participate in the educational process, are aimed at creating new ideas." activity"[13.B.22]

Based on the above considerations, the following author's definition of the concept of creativity was developed: "Creativity is a person's ability to develop new ideas, openness to innovations, the manifestation of creativity in performing a task, and a concept that determines his physical and mental maturity."

In the course of substantiating the research topic, it is also important to analyze the essence of the concepts of "creativity" and "creative thinking skills", as well as to clarify the content of the concept of "creative task", which is another important aspect of our research.

Creative tasks can be presented based on different approaches. B.G. Razumovsky understands the algorithm for solving a creative task as a task that is unknown to students. The conditions of such problems can be masked: with missing information, with excess information, or not containing information from the field of knowledge that the teacher expects to solve the problem. The traditionality of the definition of a "creative task" lies in its subjectivity. The conditions of the problem may contain all the information necessary for its solution, but if the algorithm for solving it is not yet known to the students, the problem still remains "creative". According to Y.V. Naumenko, creative tasks are not only educational tasks of a high level of complexity used by the teacher at the final stage of mastering the subject, but also suggest understanding them as problem situations associated with the perception and processing of educational information.

A. A. Gin, taking into account the complexity of defining a creative task, proposes the term "open task". An open task is an ambiguous condition that the student must explain, understand and complete himself, it can have many solutions. According to R.I. Malafeeva and A.I. Bugaev, the task of creative tasks is a problem situation, developed on the basis of a certain requirement that can be fulfilled on the basis of physical laws, in which there are direct or indirect

indicators of physical phenomena, certain laws of which must be used to solve this problem. The only possible way to convey the experience of I.Ya. Lerner's creative activity. Lerner considers pedagogical constructions in the form of creative tasks formulated by the teacher, in the process of independent solution of which students gain experience in finding ways to solve them. At the same time, part of the knowledge is accumulated not in the process of repeating ready-made truths, but as a product of research. The specifics of creative tasks I.Ya. Lerner says: "The difference between a creative problem and any stereotypical problem is that the solution to the stereotypical problem is known, while in a creative one it must be found in the process of creative search."

Z.T. Nishanova in her doctoral dissertation "Psychological Foundations of the Development of Independent Creative Thinking" emphasizes that "creative tasks are tasks that develop a person's ability to make correct and quick decisions in problematic situations."

Conclusion. In short, from the gnostic point of view, research in the field of pedagogy has selected the issues of developing creative thinking and creative tasks in students as objects of one or another independent research. The essence of scientific and pedagogical processes is revealed on the basis of the concepts of "creativity", "creative thinking", as well as "creative tasks". However, the concepts of creative thinking and creative tasks have not been studied in an integral way. The integral study of the research problem helps to improve the quality of teaching in the relevant field, increase its efficiency, and effectively prepare future history teachers for professional activity through the development of creative thinking skills based on creative tasks. In addition, it serves as a "foundation" for identifying the content and priority principles of developing creative thinking skills in future history teachers based on creative tasks.

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