

# The Development of Creative Activity of Educators Through Personality-Oriented Learning

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## **Abstract:**

This article is devoted to problems in the direction of improving the system of shaping and developing the creative activity of future teachers through person-oriented education, and in order to achieve efficiency in the direction of developing and improving the creative activity of future teachers of MTT content and essence, as well as the need to create necessary conditions for the manifestation of the creative, mental and intellectual potential of the subjects of pedagogical processes.

**Keywords:** innovative education, pedagogical technology, specialist, person-oriented education, method.

**INTRODUCTION.** In world practice, the analysis of research on the formation and development of creative activity of future educators through personality-oriented learning shows that in a democratic society, the formation and development of creative activity of future educators does not occur spontaneously, this process is formed and structured as a result of systematically targeted pedagogical activity. It is also characterized by the fact that the imbalance between modern requirements for the formation and development of creative activity of future educators and their knowledge, skills and competencies of existing creative activity leads to a mismatch with the needs of the development of society.

**LITERATURE ANALYSIS AND METHODS.** There are various approaches to the meaning and content of the concept of "creativity" in the literature. In particular, we can say "creativity", "creativity", "creative activity", "creative thinking", "creative approach", "creative qualities and qualities". American psychologist E. P. From Torrence's point of view, "creativity is a person's

ability to be non-standard, creative, creative thinking, a person's sensitivity to problems and possession of solutions to find their way, the ability to think flexibly and put forward new ideas; sensitivity to the inconveniences of existing knowledge.

Authors such as D. B. Bogoyavlenskaya, F. Williams, E. P. Ilyin, A.M. Matyushkin, A.V. Petrovsky, A.V. Khutorskaya emphasize that creativity is an ability (property, quality) of a personality. Also. They argue that creativity refers to certain mental and personal characteristics, such as the ability to make new decisions and think outside the box.

The learning process of future educators is directly related to the activity of creative activity of the individual. One of the most important tasks of modern higher education is to create favorable conditions for raising awareness of future teachers about their profession. Creative activity is a creative process that requires long-term training, erudition, and professional abilities. Creative activity means that it is the basis of long-term human activity, the source of all material and spiritual benefits.

A successful creative activity of a person is his selection of important and necessary information. Also, the main factors that encourage the generation of creative thoughts and hypotheses are needs. This is expressed in the fact that the quality of the need is determined by the inseparable armament of knowledge and skills and the content of hypotheses. An intuition that is not controlled by consciousness is always considered to be related to a need. It is very difficult for a person expressing knowledge unnecessarily to get a goal for productive creative activity. Only when he satisfies the corresponding need does his intuition generate ideas and hypotheses. Progressive views on the formation and development of creative activity of the individual are also reflected in the scientific works of A. Maslau, J. Guilford and other scientists.

**RESULTS AND DISCUSSION.** There are such types of personality-oriented learning as problem-based learning, modular learning, software learning, developmental learning, game technologies, interactive learning, co-education, differentiated learning, individual learning, distance learning, independent learning and innovative learning, the widespread use of which in the educational process allows to ensure the quality of education and structure the creative activities of future teachers. In the authoritarian technique, the educator acts as the sole subject, while the students act only as an "object". At the same time, the initiative and independence of the pupils are lost, training is mandatory. Traditional education is mainly aimed at acquiring knowledge, skills and abilities and does not involve personal development.

Traditional education has the following features: it is represented by the pedagogy of violence, an explanatory and visual teaching method, and mass education.

In traditional education, authoritarianism manifests itself in the following form: the pupil is not yet a fully formed personality, he only needs to perform, and the educator is a captain who manifests himself as a judge, a sole initiative personality.

And in personality-oriented education, the personality of the pupil is placed at the center of the pedagogical process, favorable conditions and opportunities are created for its development and the realization of natural possibilities

The new look at personality will consist of:

- in the pedagogical process, a person is a subject, not an object;
- every student has abilities, and many have talents;
- high aesthetic values (generosity, love, hard work, conscience, etc.) are considered as priority personality qualities.

The democratization of relations includes:

- equalization of the rights of the future educator and teacher;
- the right to free choice of a future educator;
- the right not to make mistakes;
- the right to have your own point of view;
- the relationship between the teacher and future teachers of the Zili;
- do not ban his talents and abilities;
- joint management, not control;
- persuasion, not coercion;
- organization, not an order;
- allow free choice, not limit it.

The main content of the new relationship is the rejection of the pedagogy of violence, which in the current conditions does not give effective results and is considered inhumane. The problem finds its expression not in the absolutization of this principle, but in the definition of its rational criteria.

In general, violence in the process of education is impossible, but punishment humiliates, oppresses, slows down human development, forms such negative traits in him as adamishness, isolation, laziness, irresponsibility, aggression, nervousness.

Freelance training is determined by:

- free assertiveness based on trust;
- to foster interest in educational material, stimulate cognition and active creative thinking;
- reliance on the independence and initiative of future educators;
- ensuring the implementation of requirements by indirect methods through the team.

The modern new interpretation of the creative approach to the formation of the personality of the future educator will be as follows;

- innovative orientation of the personality of the future educator to creative pursuits;
- search and development of creative qualities of a person;
- preparation of individual personal development programs.

In the personal approach, first of all, the following are important:

- to see a unique personality in the image of each future educator, to respect, understand, accept, and trust her.
- bringing to the future teacher the belief that all students are talented;
- to create situations that promote, support, and have friendly relations with a person, that is, bringing satisfaction and joy from his creative activity;
- do not allow direct coercion, do not emphasize backwardness and other shortcomings, do not touch his ego;
- in the pedagogical process, how to create and assist future educators in realizing their abilities.

**CONCLUSION.** Instead of a conclusion, we can say that the content of activities aimed at developing the creative abilities of future educators is reflected in:

- the content of the activity aimed at the teacher's perception of the personality of the future educator as a value;
- purposeful development of creativity, that is, special attention is paid to the design, planning and selection of creative elements in the creative process;
- In the process of this activity, an experience focused on creative activity is formed.
- The following factors become important for the development of the creative abilities of future teachers. That is:
  - study and analysis of methods of formation and development of creativity;
  - creation of favorable conditions for the formation and development of creative activity
  - development of motivation for the formation and development of creative activity in the learning process
  - Control over the formation and development of creative activity.

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