

THE NECESSITY OF CREATIVITY IN THE MODERN TEACHER'S PROFESSIONOGRAM**Melikuzieva Zarnigorkhon Ikromjon kizi**

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Abstract: This article explores the concept of creativity, its essence, and its theoretical-methodological foundations, including the forms of thinking within human cognition and imagination. It also discusses teacher creativity and the development of creative thinking in students.

Keywords: method, modern teacher, creativity, stereotypes, modern education, innovation.

Creativity as a Necessity in the Professionogram of the Modern Educator

Creativity (from Latin and English: create – to produce, creative – creator, imaginative) refers to an individual's creative ability, characterized by readiness to generate new ideas. It is considered an independent component of giftedness.

A person's creativity manifests in their thinking, communication, emotions, and specific types of activity. Creativity can describe the individual as a whole or highlight particular traits such as mental sharpness. It is also recognized as a key factor of talent.

According to American psychologist P. Torrance, creativity involves proposing problems or scientific hypotheses; testing and modifying those hypotheses; identifying problems based on the formation of decision outcomes; and demonstrating sensitivity to the contradictions between knowledge and practical actions in solving problems.

Like any other quality, creativity does not develop instantly. It evolves gradually through consistent stages of formation and development.

Possessing creative qualities enables educators to direct their personal abilities, natural and social energy toward organizing professional activities effectively and efficiently. In higher education, educators with creative qualities are better equipped to generate new ideas, move beyond traditional approaches, think outside the box, show initiative, and tolerate ambiguity. Consequently, a creative educator applies innovative thinking in professional practice, actively generates ideas that enhance students' learning and personal development, independently explores advanced pedagogical achievements, and regularly engages in thoughtful exchange with colleagues about pedagogical innovations. As noted by [Karimov I.A. High Spirituality – Invincible Power. Tashkent: Ma'naviyat, 2008. – p.173], educators' creative abilities are typically formed and strengthened through efforts to solve pedagogical problems, conduct research, implement academic projects, and engage in collaborative creative work. Like any specialist, future educators begin developing their creative potential during their student years and continue to refine it throughout their professional careers. It is essential that educators guide themselves toward creative activity and organize it effectively.

In organizing creative activity, educators must focus on solving complex problems, analyzing challenging situations, and producing pedagogical creative outputs. Approaching such problems creatively fosters the development of emotional and volitional qualities. By confronting contradictions between existing knowledge and new evidence, educators feel a need for self-improvement and independent learning. Engaging in research and creative projects further enhances their creative potential. Creativity is not innate—it is cultivated over time through consistent study and self-development.

Modern education demands creativity from all professionals working in educational institutions, including teachers and caregivers.

The concept of “creativity” reflects cultural diversity. For Westerners, creativity is generally associated with novelty. They emphasize nonconformity, curiosity, imagination, humor, and freedom as its core elements (Murdock & Ganim, 1993; Sternberg, 1985). In contrast, Eastern perspectives view creativity as a process of rebirth of goodness (Hui & Sternberg, 2002; Rudowicz & Hui, 1997; Rudowicz & Yue, 2000). Despite differing views, both cultures highly value creativity and the possession of this quality (Kaufman & Lan, 2012).

Many educators and caregivers believe they lack creative abilities. This belief stems from two main reasons: first, many do not fully understand what the concept of “creativity” actually means; second, they are unaware of the specific qualities that underlie creativity.

The Necessity of Creativity in Every Individual and Its Role in Education

It is important to emphasize that every individual is naturally endowed with creative potential. So, how can people demonstrate their own creativity? On this point, Patti Drapeau offers the following advice: Even if you consider yourself not creative, she recommends starting to organize lessons aimed at developing creative thinking right now. In fact, the issue is not whether you are inherently creative or not, but whether you structure your lessons with a spirit of creativity and strive to test new ideas in practice.

According to Patti Drapeau, creative thinking primarily involves thinking about a given issue from multiple perspectives. [Azizkhodjayeva N.N. Pedagogical Technologies and Teaching Mastery. Chulpan Publishing House.]

Multidimensional thinking requires learners to rely on a variety of ideas when completing tasks, solving problems, and fulfilling assignments. In contrast, one-dimensional thinking is based on a single correct idea. In reasoning, both one-dimensional and multidimensional thinking are essential and cannot be excluded. That is, in solving a problem, the learner explores several possible solutions (multidimensional thinking) and then settles on the most optimal one (one-dimensional thinking).

Based on the ideas presented above, the concept of “creativity” can be interpreted as follows:

An individual’s creativity manifests in their thinking, communication, emotions, and specific types of activity. Creativity can describe the person as a whole or highlight particular traits. It is also reflected as a key component of giftedness. Moreover, creativity defines mental sharpness and ensures that learners are actively engaged in the educational process.

In professional practice, a teacher’s creativity is expressed in various forms. These include creative products prepared by educators using information and computer technologies, which can be effectively used in the teaching process.

Creativity is understood differently by different people, but in essence, it means “creation.” The word “creative” implies originality, practicality, uniqueness, and freedom. For example, creating something beautifully and distinctively through imagination. Take a simple chair: typically, it has four legs, a seat, and a backrest. If we make it creative, it might have three legs, a differently shaped seat, or an entirely unique design. Look around, and you’ll see countless astonishing examples of human creativity. All of these are products of human thought and imagination. Things we now consider ordinary—books, music, buildings, airplanes, even lamps—were once dreams and ideas. Later, they were realized through intellect and reasoning. Imagination plays a crucial role in developing creativity.

Creative individuals stand out in every field and task they undertake. They not only work with passion and interest but also implement ideas that no one else has considered. Thus, we can confidently say that creativity is the key to success. Imagination plays a vital role in shaping creativity. The world-renowned scientist Albert Einstein once said, “Imagination is more important than knowledge,” referring precisely to this idea. Often, unusual thoughts and solutions come unexpectedly. To foster this, we must eliminate monotony and routine in our thinking processes. From the invention of the wheel to today’s space exploration, creativity has

driven progress. Innovations have made daily life more convenient, lightened our burdens, and brought distant things closer. In this way, creativity has become an inseparable part of development.

There is a growing demand for creative thinkers in all fields. Leading companies that produce software and smartphones expect new ideas from their specialists every day. [T.; 2005. – p.200.

Levitan K.M. The Personality of the Educator: Formation and Development. Saratov University Press, 1991. – p.166.]

As the labor market increasingly demands creative professionals, developing and nurturing unconventional thinking among educators has become a pressing task. Unfortunately, many current educational approaches and methods focus more on interpretation and analysis—understanding and conveying given information, summarizing multiple sources—rather than fostering creative thinking. In simpler terms, the system has shifted toward “memorize and repeat.”

In conclusion, creativity today—especially in Uzbekistan—is a rare and valuable trait. This scarcity can be attributed to the fact that many educators do not invest enough in their own development. One might ask: is creativity an innate ability? To some extent, yes. But ultimately, it depends on effort and self-improvement. A creative teacher is well-rounded, conducts engaging lessons, is familiar with new methods and technologies, and is beloved by all students. Their lessons are rich with extraordinary ideas! We must not forget that today’s society is tired of sameness. Only those who think creatively can truly stand out. Creativity is not a concept that can be limited—it is something we all have the power to develop. Remember: Creativity is the demand of the 21st century!

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