

The Importance of Pedagogical Skill in Working with Creative Students

Joldasbaeva Tamara Baltabaevna

Assistant teacher of State Institute of Art and Culture of Uzbekistan Nukus branch, Nukus,
Uzbekistan

Abstract: This article analyzes the professional skills of educators, the application of pedagogical technologies, and the significance of a creative approach in working with creative students. It emphasizes that the methodological expertise of a teacher is not limited to delivering theoretical knowledge but also plays a key role in developing students' social, emotional, and creative potential. Furthermore, it discusses the unique competencies required from educators in the process of creative education.

Keywords: creative students, professional responsibility, pedagogical skills, creativity, ability, professional activity.



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Human beings not only change their external environment but also bring about changes within themselves. Therefore, in today's rapidly advancing era of science and technology, where social relations are constantly evolving, it is especially crucial to teach young people creative activity, to foster creative individuals. In this regard, the problem of developing creative thinking and the ability to engage in creative activities among university students remains insufficiently studied.

The types of creativity are defined by the characteristics of our perceptions of its essence. For instance, I. Kant analyzed the creative process and considered it the product of human imagination. Creativity is viewed, on one hand, as a purely intellectual phenomenon (N. Hartman, E. Husserl, A. Whitehead, and others), and on the other hand, it is interpreted as an existential activity underlying creative efforts, which is characteristic of contemporary philosophy. The problem of developing creative activity in students, teaching them to adopt a creative approach and think creatively in life and professional activities, has been explored in the works of Russian psychologists L.S. Vygotsky, R.S. Nemov, R. Garifullin, as well as scholars from our country such as E.G. Gaziev, B. Qodirov, G. Shoumatorov, Z. Nishanova, D. Mukhamedova, and Kh. Alimov. Their scientific research serves as a methodological foundation for studying this issue[1].

The pedagogy of culture and art fundamentally differs from other educational fields due to its creative nature. In this process, the human factor and individual ability take center stage. In the field of culture and art, educators teach students the content and essence of creative work and creative production in both theoretical and practical terms. This requires educators to possess specific professional skills and expertise. Particularly today, with the discovery of new directions

in the field of culture and art, educators are tasked with developing a new, systematic approach to their work.

As President Sh. Mirziyoyev stated: “We all see and understand the complex tasks that the fast-paced world places before us. To solve these and achieve our noble goals, to be competitive on a global scale, we must equip our people, especially our youth, with knowledge, science, education, and the achievements of progress. Today, we must accelerate the significant efforts we have already started to elevate the higher education system to a new level of quality, eliminate existing problems in the sector, and turn our universities into major centers of education and science[2]” .

Pedagogical skill is a combination of the personal and professional qualities of the teacher-educator, and it is essential for teachers to continuously acquire pedagogical, psychological, and methodological knowledge to ensure the development of their skills. In the field of culture and art, the core activity is creative work. To effectively plan, organize, and manage creative activities, the responsible personnel, specialists, or managers must possess certain qualities. These characteristics should be explained to students by the teacher during the educational process. Only when these qualities are present can creativity yield positive results, success, and efficiency.

In our language, there are concepts such as ability, talent, potential, and competence that define a person's intellectual capabilities. The term "ability" refers to the individual's inherent psychological traits that express their potential to successfully perform a particular task. In some areas, one feature may be more developed than others, which becomes a person's ability. These characteristics are innate, and the person can either develop them through education and skill acquisition or, conversely, neglect them, letting them fade away. It is the responsibility of the pedagogue to recognize and nurture these abilities at the right time, otherwise, the potential will be wasted.

In particular, "talent" refers to a person's subjective attitude toward their actions. Talented individuals often exhibit qualities like courage, perseverance, self-control, and initiative. They critically evaluate their actions, always strive for progress, and never settle for past achievements. A person with a fully developed and unique ability is considered to have "talent." Talent can be developed through constant work, but it cannot be created solely through education.

A talented artist can create in a short period what would take a less gifted person much longer to achieve. In our culture, there is a saying: "A river that flows will keep flowing," meaning that talent is an innate, hereditary gift. Talented individuals are rare and unique; they should be cherished and respected.

Creative individuals are students or learners with an independent creative nature. Creativity is an activity that results in the creation of new material and spiritual values. The developmental function of creativity serves to continuously link the educational and upbringing processes, integrating aspects such as intellectual development, sensitivity, and the individual's self-driven pursuit of progress. Creativity involves the advancement of these qualities, contributing to the person's growth and fostering a deeper connection between education and personal development. It not only enhances cognitive abilities but also nurtures emotional and motivational dimensions, fostering well-rounded growth in the individual[3].

The main distinctive feature of students in creative educational institutions is their desire to develop their personal abilities and talents. Therefore, working with such students requires educators to act not only as knowledge providers but also as guides, motivators, and sources of inspiration. In this process, the teacher's professional skills and creative capacity serve as fundamental factors.

When working with creative students, educators must utilize unique pedagogical methods and elements of professional mastery. This is not without reason. Talent and abilities are not solely

developed through theory and practice. Teachers in creative educational institutions must first and foremost be creative and think innovatively. This is especially true for higher education institutions, where educators bear greater responsibility. What distinguishes creative students from those in other educational institutions? Primarily, the human factor takes precedence in creativity. In other words, students' potential, aptitude, and skills must blend seamlessly with theory and practice. Moreover, enhancing and developing a student's abilities requires exceptional skill from the educator. For instance, during the teaching process, we must teach students the art of music. Here, theory and practice assist us, but achieving the desired goal is much faster if the teacher extensively utilizes their professional expertise[4].

A teacher looks for methods, techniques, styles, teaching forms, and situations that activate students during the lesson, making the process comfortable for both themselves and the learners. By relying on modern pedagogical technologies, they enhance the efficiency of the educational process and apply creative pedagogy. By teaching students to think independently, they achieve high quality and effectiveness in the learning process. For instance, among the pedagogical skills of a music teacher, the foremost is learning from experiences gained in the field of education and upbringing. This, of course, helps significantly in solving many problems.

Along with studying the experiences of advanced teachers, the activities of regular teachers are also analyzed. This approach identifies issues, successes, and shortcomings during the process.

Each lesson has its unique characteristics, and so does a music teacher, who possesses distinct methods. A music teacher should have a passion for and interest in music, strive to share their knowledge with children, and dedicate themselves wholeheartedly to their work. Experienced educators highlight the complexity of the music subject and the interconnectedness of the teacher and the musician. A music teacher conducts both educational and upbringing activities. They must not only possess broad knowledge but also have an in-depth understanding of their subject. Educating children through the art of music, shaping their worldview, thinking, and understanding holds paramount importance. Music significantly develops a person's emotional and aesthetic feelings. This is because students learning music are inherently creative individuals. Therefore, it is more effective to use factors of freedom and creativity in their upbringing.

Only a skilled teacher can train students to become masterful artists. If we look at the creative journey and life paths of many renowned artists, we find that they were mentored by skilled educators who established creative schools of their own. Pedagogical mastery is a set of methods accumulated over years by teachers through their work with students. The system of pedagogical mastery consists of the following key, interrelated components:

1. Adherence to the requirements of pedagogical humanism.
2. A comprehensive understanding of professional knowledge in relation to other disciplines.
3. Possessing pedagogical abilities.

Additionally, a teacher must master the secrets of pedagogical techniques thoroughly. A teacher must adhere to all methods for revealing students' cognitive abilities and understand how to apply them according to the situation. This approach enhances students' creativity and skills. Indeed, a teacher is both a friend and a guide for the younger generation. Reforms in education and upbringing are primarily connected to the teacher's personality. Therefore, it is essential to develop future educators comprehensively, ensuring they possess profound knowledge and high cultural awareness based on effective teaching and educational methods and tools. This plays a significant role in achieving professional excellence and fostering a creative approach to their work. Students must realize that developing their creativity and achieving success in education and training require continuous self-improvement. Their skills, talents, and creativity should manifest as they work towards effective outcomes. Creativity is vital for individuals to achieve

great heights in life. A defining trait of excellence in a person is their capacity for innovation and creativity.

The goal of studying the process of creativity from a pedagogical perspective is to create an environment that fosters creativity, providing the conditions necessary for creative students and offering support to them. Each creative product is a complex process that communicates information about the needs, values, and worldview of the creator. Creative activity involves inventing new things, creating innovations that surprise people, and producing works of art. Every person has the potential for creativity, and it must be developed through effort and exploration. Shaping and developing creativity depends on the individual and their talent in many ways. If a person works hard and strives to improve their abilities and virtues, their reputation and social standing will rise accordingly, and they will always be in the public eye. The creative climate in academic institutions should foster creative thinking, scientific achievements, and the creation of favorable conditions for creative activities. The result of creativity is not only material objects but also new thoughts and ideas.

However, these do not immediately lead to material benefits. Creativity involves the creation and invention of regional, boundary-breaking, material, and non-material innovations. The creative process consists of setting tasks, shaping ideas, and implementing them. Creativity is psychologically linked to the individual's abilities, intellectual characteristics, temperament, age, character, and other factors. One of the distinguishing features of a person, setting them apart from other living beings, is their creativity. Through creativity, an individual demonstrates their level of knowledge and values.

Creativity does not occur according to a fixed plan. A person must work hard and be engaged in continuous exploration to enhance their creative activity. In fact, creative abilities are innate qualities—processes that are inherent to every individual, every child. The key is to uncover and develop them. The effectiveness of creativity also depends on the role of ideas. The more ideas there are, the faster thoughts will develop. The opportunity to generate ideas increases accordingly. Cultivating and fostering ideas is a personal characteristic of a student or individual. This arises from extensive reading of scientific and literary works and genuine interest.

Students must understand that mastery and creativity lead to effective results in education and training. To achieve this, they must be able to work on themselves, with their creativity being the manifestation of their capabilities. It is essential to form ideas about the development of pedagogical skills, the integration of subjects, and the factors and components of shaping pedagogical mastery in students' minds. Solving complex issues such as teaching the younger generation and fostering them as a well-rounded individual and independent thinker largely depends on the educator's ideological convictions, professional competence, knowledge, and culture. Modern educators must influence students by taking their desires, beliefs, interests, and potential into account, while creating opportunities for them.

A teacher must know how to apply all the means of demonstrating a student's cognitive abilities, considering the specific conditions of each student. Only in this way will students' determination, creativity, and skills increase. One of the signs of superiority in individuals is their creativity and creative ability. A talented creative student, along with self-discipline, continuously works on themselves, constantly developing their ideological-political consciousness, and improving their creative skills. A skilled and creative student always strives to stay informed about the latest developments in their field, makes use of the experiences of specialists, compares their own experiences, and attempts to generalize them. A creative and skilled student must cultivate observance and creativity within themselves. It is essential for a student to independently acquire knowledge and continuously improve their qualifications. If an individual seeks knowledge, works on their abilities, and refines their positive qualities, the results of their labor will manifest, they will rise, and they will always earn the respect of others[5].

Creative potential in educational activities is highlighted from psychological and pedagogical perspectives, emphasizing how people can make better use of it, increase their creative achievements, and fully realize their creative abilities. Interest in creativity also encourages a deeper and broader understanding of its meaning. Creativity offers many things, including ways to open paths for worldview, opportunities, adventure, and self-confidence.

1. Psychology focuses on the creativity of individuals, aiming to identify the cognitive abilities and characteristics that make up a creative person.
2. Social psychology examines the process of creativity as an interaction within a specific context.
3. Sociology highlights creativity as an ecological process, studying effective communication networks formed by individuals with broad and deep knowledge[6].

When working with talented students, a teacher should possess the following skills:

Personalized approach: Talented students each have unique characteristics. The teacher should apply a personalized approach, taking into account their individual needs, abilities, and interests. **Creative approach:** The teacher must guide talented students toward new and original thinking and encourage creative work. It is essential to develop creativity by introducing new ideas, styles, and methods. **Ability Development:** The teacher should know methods and techniques that help further develop the existing abilities of talented students. This will assist in raising students to higher levels. **Understanding and motivation:** The teacher must have a deep understanding of their students and identify their internal motivation, encouraging them effectively. Motivation, especially for talented students, plays a crucial role in the learning process.

Problem-solving skills: The teacher should be capable of designing difficult and complex tasks for talented students and know how to work with them in various situations. This teaches students to engage not only with easy or simple tasks but with complex challenges.

Effective communication: The teacher should maintain effective communication with students, helping them freely express their thoughts and analyze ideas. Additionally, building strong relationships with talented students increases their self-confidence.

Research and scientific approach: Encouraging talented students to engage in research, inspiring them to conduct studies related to their interests and fields, contributes to deepening their learning process. **Systematic teaching and monitoring:** The teacher should apply goal-oriented, systematic, and thorough monitoring techniques in the teaching process. This will help in the effective development of students' knowledge. In this way, the teacher, by applying adapted methods when working with talented students, aims to maximize the development of their creative and intellectual potential.

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