

PSYCHOLOGICAL AND PEDAGOGICAL BASIS OF MOTIVATING PERSONAL ACTIVITY IN CREATIVITY

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A B S T R A C T	K E Y W O R D S
The article describes the psychological and organizational-pedagogical foundations of motivation for the creative activity of a person. Pedagogical and psychological studies on motivation are analyzed and previously unresolved parts of the general problem for increasing motivation and eliminating them are highlighted.	creative, ideological, scientific, philosophical, educational, educational, spiritual, literary, artistic, technical.

Introduction

First of all, we consider it necessary to pay attention to the essence of each term in the topic.

It is appropriate to express the meaning and content of "creativity" as a style of observation that leaves no room for surprise. Because the concept of "Creativity" has many ideological, scientific, philosophical, educational, educational, spiritual, literary, artistic, technical, etc. bases and definitions. "Technical creativity" or "Scientific creativity" is the researched creativity before other creativity, especially artistic creativity. it is criticized, that is, its defects that do not correspond to its conditions are shown, and it is directed to eliminate these defects. The solution to eliminate the observed shortcomings is highlighted and presented to the discussion (invention or other method). [1] In artistic creation, this does not correspond to ethics and cannot be done like this (think of criticizing the work of the author of any dance or song).[2]

Based on what has been said, "Creativity" in general - "Science, national-spiritual values, which protect the society from deviation from the path of universal development, protect against violent and aggressive forces, and are considered the greatest power and wealth , an incomparable necessary force that calls to wake up spiritually and heartily in the fight against those who try to separate from history and future, awakens the greatness of the inner scientific worldview of the human "personality" and the common sense and conscience that strengthens the will and completes the faith. It can be said that it is a complex of dozens of activities, such as aspirations.

In this sense, the question of the role of creativity in society is very serious. This serious question is about who are the real creators, where do the activities and paths leading to the world of genius (discovery, invention, Nobel, Fields, Crafoord, Antinobel laureates) begin. It requires logical answers to serious questions about what kind of power they should have.

The concept of the second term "personal activity" is also different according to the form and content of research in "creativity". In this sense, correctly identifying the subject of creativity or any scientific activity is important for the correct formulation of the problem solution. Because determining the

subject of creative activity requires determining the place and structure of its relationship between other disciplines and justifying the unique methods of research and investigation.

In particular, prof. N.V. Kuzminka describes the activity of "Technical creativity" in the field of higher technology as "the rules of education of highly qualified specialists related to this or that professional activity".

In the same way, Professor B. G. Loganzen said: "Pedagogy of higher education is a branch of general pedagogy. It is a science about the laws of training and education of future specialists. In other sources, pedagogy is defined as "the study of the pedagogical system aimed at training highly qualified specialists with professional knowledge, skills and training" for the activity of pedagogy of higher education institutions.

In the dictionary of the philosophical encyclopedia, activity is interpreted as "a specific form of active relations of people, which is aimed at changing and reconstructing the surrounding external world according to the purpose".

The introduction of the category of "activity" into the concept of "creativity" in question shows that creativity applies not only to practical (technical, craft...) and even to scientific activities. Because although scientific and technical creativity appears as a practical activity, in fact it is gradually enriched with theory, which makes it necessary to consider scientific and technical creativity as a set of both theoretical and practical activities.

Based on this, it makes sense to define the theory of personal activity in creativity as "a set of ideas that express ideas, imaginations and complex views in a mixed form aimed at increasing the effectiveness of personal creativity."

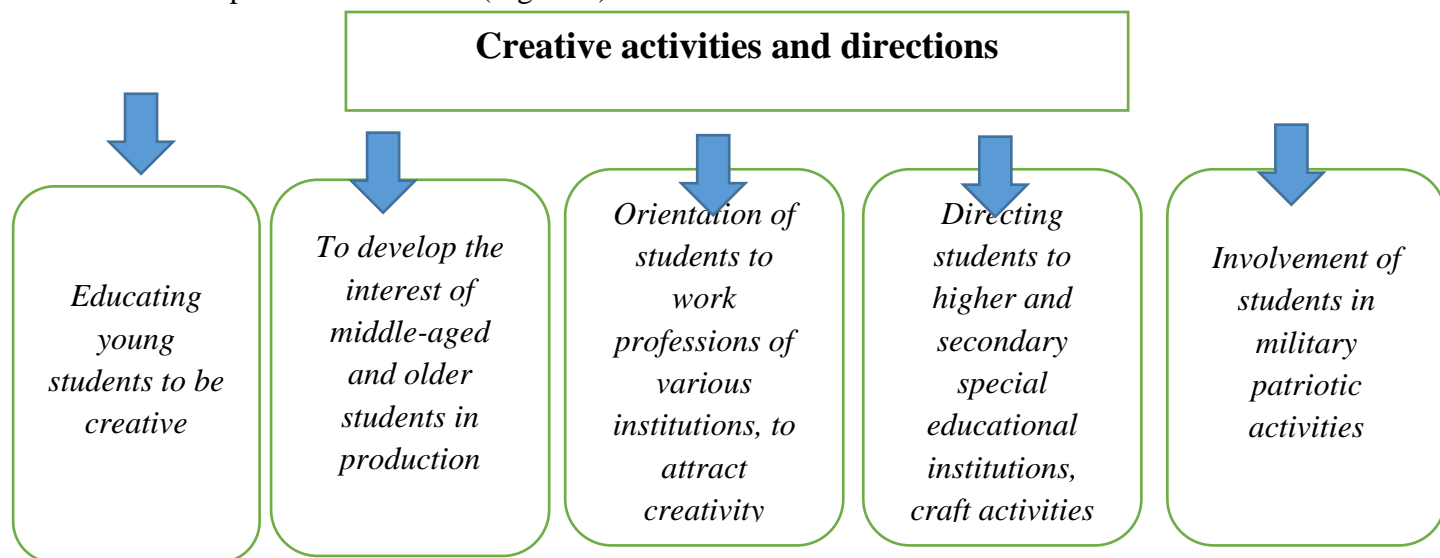
Based on what has been said, in general, the subject of creative activity is - "In the educational system, young people are not limited to the knowledge they have received about modern production, science and technology, but are able to foresee their development and prospects, and consciously master the finer points of the chosen profession. , a complex of scientific-practical and organizational-pedagogical and psychological activities aimed at training mature specialists who have research skills and know how to apply theory in practice" can be said to have a critical basis.

The conclusion is that any creative activity has its own system and content of knowledge, in which induction and deduction methods of knowledge are used together. Accordingly, since their logical structure is directly related to a unique pedagogical and psychological process, it is reasonable to say that their structure should be formed as follows:

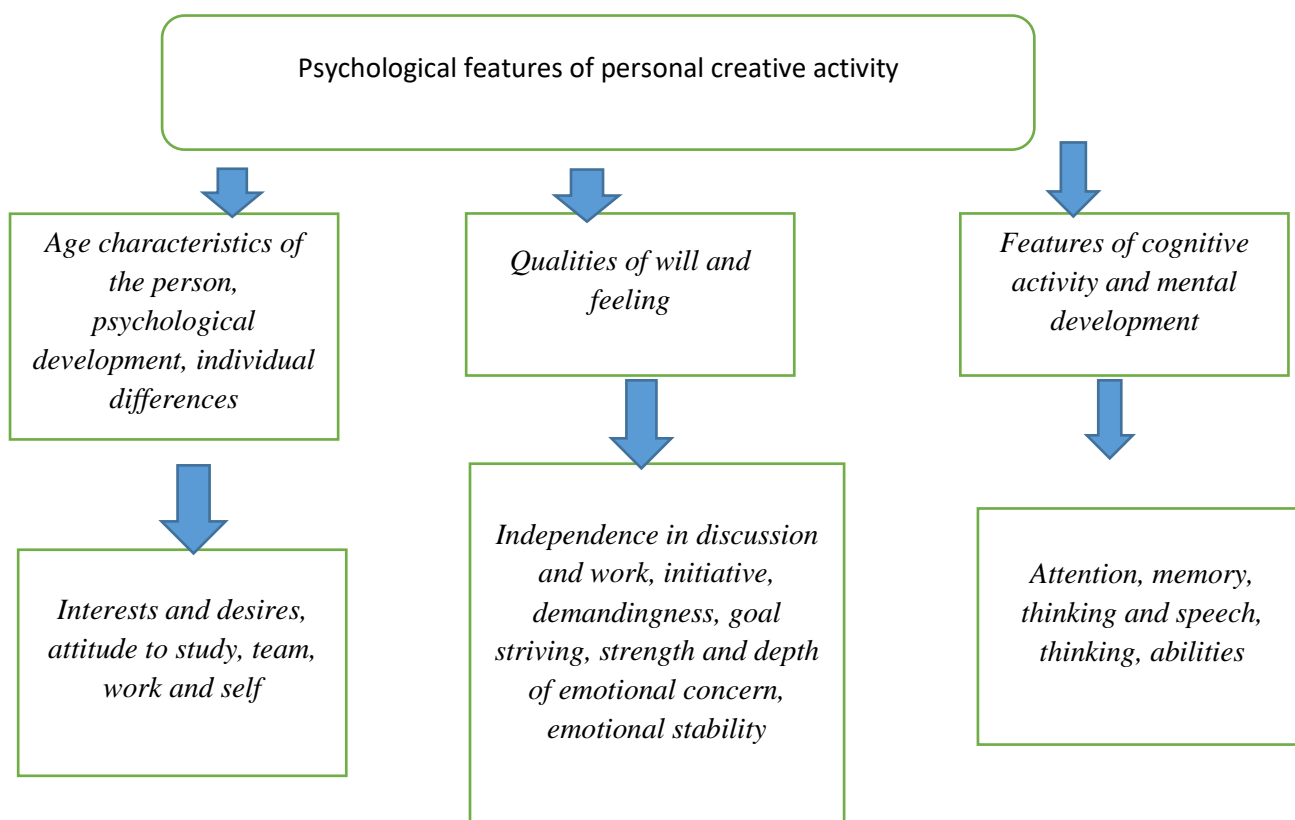
- analysis of recorded and unrecorded evidence, observations;
- study and establish the object of creativity;
- analysis of concepts;
- analysis of rules, principles;
- analysis of laws and regulations;
- defining the internal hypothesis;
- analysis of theory and ideas;
- analysis of research and solutions;
- analysis of prohibition methods;
- conducting research;
- analysis of results;
- conclusion;

- submission to open discussion;
- application to life.

Of course, it is very difficult to provide comprehensive information about the content and essence of each element. As an example, the extracurricular types and directions of creative activity in schools can be expressed as follows. (Figure 1)



Determining and directing students' interest in one or another creative activity requires the teacher to conduct individual work, conversation, and science evenings. In this sense, the leader in creative activity requires the teacher to know the psychological characteristics of creative activity. These psychological characteristics include:



It can be seen that creative activity is a methodical system in which the teacher and students interact, and its effectiveness depends on the goal-orientedness of both parties (the leader and the pupil, the student). dependent on conscious and active creative work. In this case, it is important to know the concept of the development of psychological characteristics of the leader.

I will draw attention to the concept of "motive" in the topic. Definitions of the motive in the sources are similar to the concept of creativity "personal activity".

V. G. Razumovsky defines motive as "Motive in psychology means reasons that encourage students to act. The formation of motives is influenced by demands (needs) and instincts, inclinations and emotions (thrills), attitudes, ideas and interests.

Rubenstein S.A. indicates the motive of activity as "the most important motive of activity is the socially useful value of the result of this activity."

If we apply what has been said to the motive of creative activity, it can be called "the process of actions and aspirations aimed at solving a problem situation (finding a solution to the problem of creativity) in order to satisfy a concrete need related to the object of creativity."

From what has been said, it can be seen that the idea advanced in the topic can be considered as a motive of any creative activity - a model of finding a solution to a problem situation.

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