Section A-Research paper

TECHNOLOGIES OF ORGANIZING COLLECTIVE CREATIVE ACTIVITIES

Utkir Karshievich Tolipov,
Doctor of pedagogical sciences, professor
Tashkent State pedagogical university
named after Nizami

Sayfulla Abdug'aniyevich Alibekov,
Associate Professor of "Information Technology"
TSPU named after Nizami
(Uzbekistan)

Abstract. The article discusses the main aspects of creative activity as well as the use of the capabilities of the team in its organization, the features of the organization of collective creative activity and its stages. The essence of the concepts of "creative activity", "collective creative activity", as well as "technology of collective creative activity" is revealed. The main attention is paid to the methods of organizing collective creative activity, revealing their didactic and practical possibilities.

Key words: creativity, activity, creative activity, collective creative activity, technologies of collective creative activity

In the period of dynamic development of society as a whole, the issues of developing the creative abilities of the individual come to the fore. The issues of organizing creative activity in the technological training of students are based on improving the quality of the creative work of schoolchildren for the manifestation and development of creative abilities. The action organized by the personality is manifested in the activity as a whole. Activity is "a form of a person's relationship to material existence, nature, other people, a set of actions aimed at their impact" [3, 62], "a person's ability and age are determined by the essence of organized activity" [3, 62-63].

Activity is described in different ways depending on the purpose, direction and nature of the organization of the action. That is: I. In relation to man to being: practical (physical), spiritual (mental). II. According to the historical process: 1) progressive, regressive; 2) creative activity, destructive activity. III. According to social norms: 1) legal, illegal; 2) moral, immoral. IV. According to the form of public association of individuals: public, collective, individual. V. According to the form of existence: constant, unchanging, having the same indicators, innovative, inventive, creative. VI. In the social sphere: social, political, economic, spiritual.

VII. According to the stages of personality formation and development: play, study, work, communication [2].

Based on the above classification, one of the important activities of the individual is creative activity. Creative activity is an activity organized by a person and aimed at creating products that have material and spiritual value. In the organization of this activity, a characteristic feature of a person, ability (talent, talent) is noticeable.

Usually creative activity is organized by a person. However, the state of organization of creative activity with the participation of two or more persons is also noticeable.

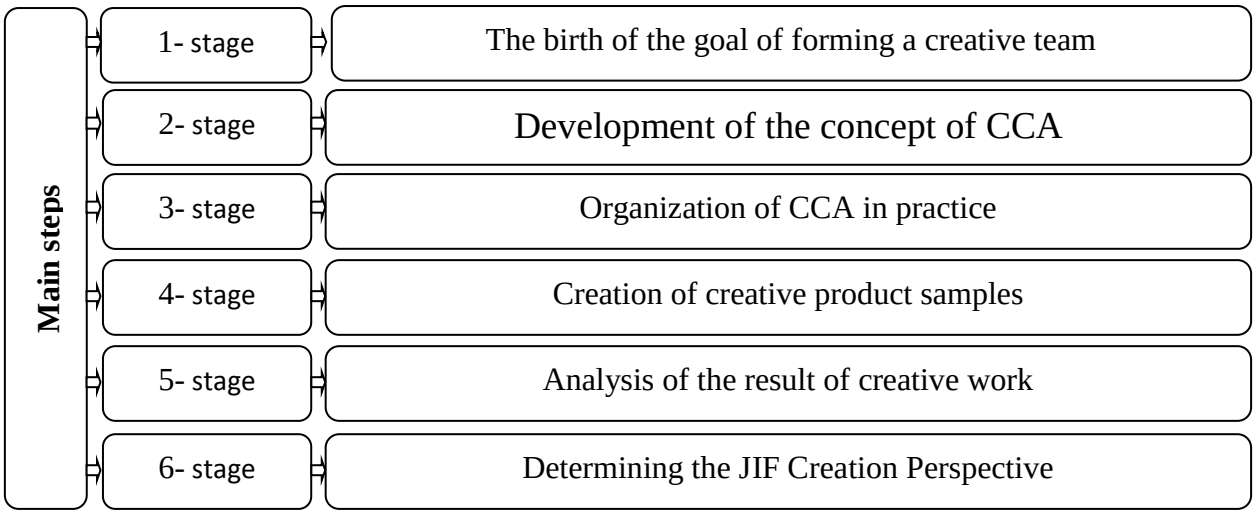
Creative activity organized in a certain direction with the participation of two or more people is called collective creative activity (CCA). Collective creative activity is organized by small creative groups or a large team (for example, a group of students). When organizing this type of activity, it is customary to concentrate the internal capabilities of team members on a chosen topic at one point, for the full realization of their abilities. In the process of organizing collective creative activity, its participants have the opportunity to complement each other's thoughts, enrich the put forward idea with evidence, and ensure the logical conclusion of the idea.

Collective creative activity is not only practical, but practically spiritual in nature, allowing one to acquire organizational, communication and other skills, as well as to identify and realize one's abilities, gain experience in communication and relationships, master the methods and forms of implementing values accepted in society. When organizing collective creative activity in educational institutions, work is carried out on the basis of not only the creative abilities of students, their problematic potential, but also the mutual cooperation of the teacher with the team of students.

Modern education is characterized by the ability of forms and methods to collectively guide the learning activities of students. For example, modern types of learning, such as developmental, project-based, problem-based, interactive and innovative learning, directly serve the organization of collective creative activity, while some methods used today in the learning system are directly ("PKTD" - "Practical Collective Creative Projects"), "Beehive", "Unique Circle", "Mixing Alternatives" (SA), "Advocacy Group", "Opposite Attitude", "Blizzard", "6x6x6", etc.) [1], and some indirectly (“Decision Tree”, “Conceptual Table”, “Bunch”, “Galilee”, “Small Abstract”, “Six Thinking Caps”, etc.) [1] is of particular importance due to the fact that aims to complete learning tasks based on collective creative activity.

The main element of collective creativity is collective creative work. Creative work is the result of collective creative activity and a criterion that determines the effectiveness of the activity, and its result is determined by the samples of creativity, their artistic and aesthetic value, practical significance, and effectiveness.

Collective creative activity, like any activity, is organized in several stages. They:



The main stages of collective creative activity

At each stage, certain tasks are performed. In the process of completing tasks, the characteristics of the corresponding stage are visible.

At the 1st stage, attention is focused on clarifying the goal of forming a creative team, creating creative products by the team and strengthening motivation that serves to form an entrepreneurial spirit. At this stage, the activities of students are organized in different ways. That is

1. Initial conversation. Conducted by the teacher in order to convey to students the attractiveness of organized creative activity, to describe the problems that need to be solved creatively. During the conversation, “What activity will we conduct?”, “What is our goal in conducting this activity?”, “Who will be involved in organizing the activity?”, “What will be their tasks?” , "How will we conduct activities?", "Activity Who will be the leader in the process?" answers to questions like.
2. Definition of a clear direction of activity. Members of a class or a newly formed creative team are divided into small groups. Groups usually consist of five students. Each group is given one general task in separate areas. The essence of the task is to choose the type of activity that will be of interest to the creative team.

To do this, small groups determine the topic for creative activity based on close acquaintance with the activities of the school library, kindergarten, "Classroom Corner", park of culture and recreation, circles, conversations with subjects (librarian, kindergarten director, biology teacher) in certain areas. The topic of activity is determined on the basis of what kind of support the corresponding objects need in the process of mutual conversation. Among the identified topics, an interesting and practical topic for the creative team is selected

3. "Decision making on cooperation". As a result of the practical work of small groups, initial solutions are individually collected. Individual results are then

summed up and closely related ideas are paired. Then, on the basis of paired ideas, the "ideas of the four" are analyzed. If necessary, the “eight ideas” are analyzed based on similar ideas. As a result, a general list of works of interest to the creative group will be formed, based on the decision of a specially formed council (consisting of subject teachers, school management), proposals received in other ways.

4. "Brainstorming" is organized on the basis of the formed general list of interesting works. That is, each work included in the list is analyzed by the team in terms of their essence, perspective, result and practical significance. In the process of analysis, it is not allowed to discard any, even the most fantastic idea. Criticism of proposed ideas is strictly prohibited, instead efforts to develop ideas are encouraged. The results of the "brainstorming" are entered into a single list.

The ad hoc group will then select one or more promising cases based on mutual discussion with the expert group or the community at large. This selection process takes place on the basis of reasonable criteria (interesting work for the creative team, practical significance, full involvement of creative teams in the process of activity, reflection of the results of collective creative activity in the form of specific products).). Ideas "not accepted for implementation" are placed in the "Bank of Ideas" for further use.

5. "Auction of creative ideas." To do this, a “Suggestion box” will be installed in the school in advance. Each student, teacher can write down a proposal, recommendation and a brief description of the work plan for the organization of collective creative activity within the specified period. After the deadline, the proposals will be put up for auction. In the traditional way, students are selected who "paid", that is, actively participated with their practical proposal, recommendation or work plan.

In the second phase, joint planning and development of the JIF concept is of particular importance. At this stage, students are divided into small groups (microteam, special unit, creative team). Each of them develops an approximate (draft) plan for the upcoming creative work. The educator can use various "tricks" to enhance the activity of small groups. For example, advice (about reading a book, watching a TV show), “collusion” with individual members of the team (“Think about it in secret from others ...”).

Each subgroup presents to the team its preliminary JIF organization plan. The team discusses different options and forms a single JIF project. The JIF's governing body "Works Advisory Council" will be formed. Members are appointed to a "Works Advisory Council" (which ensures representation of all sub-groups).

The success of this stage is ensured on the basis of mutual cooperation and mutual trust of teachers and students. Teachers use various methods of influence to encourage students to organize JIF. These include, for example, recognizing the achievements of each of the students individually, giving them symbolic gifts, expressing confidence in them, etc.

At the third stage JIF is practically organized. The Works Advisory Board, along with small groups, determine the direction and purpose of the JIF. It is developing guidelines for revisiting the nature, direction and purpose of future small group work. The small groups will give an overall assessment of the JIF based on these recommendations. Proposals for requirements are summarized.

At this stage, small groups make a list of "details" of future work, possible emergency situations, design creative products, and prepare awards for winning creative teams. The "Working Advisory Council" coordinates the work of small groups in this direction.

At the fourth stage JIF is created and creative products are created. Collective creative teams create creative products with original ideas and designs.

At this stage, the teacher's position in the JIF can range from juror to JIF membership. The more experience students have in organizing group activities, the more the teacher ‘‘concedes’’ to leadership positions. In the process of JIF, the teacher provides pedagogical support to creative teams in the form of raising the mood of students and encouraging them.

Observers: - a team of schoolchildren and teachers.

At the fifth stage, a representative of each creative team introduces the creative product prepared by the team to other teams. The result of creative work is analyzed, i.e., creative products are evaluated according to predetermined criteria (artistic and aesthetic value, practical significance, effectiveness).

The analysis can be done in two ways. That is, 1) is carried out by a special commission; 2) a survey is conducted among the student body.

The questionnaire can also be two-way.

1) a questionnaire intended for observers (for schoolchildren and members of the teaching staff).

2) a questionnaire intended for members of the creative team.

I. The questions of the questionnaire intended for observers (for schoolchildren and members of the teaching staff) will consist of the following:

1. What product did you like and why?

2. Who do you think was actively involved in the creation of the product?

3. Which idea do you think didn't work and why?

4. What do you personally suggest to eliminate the shortcomings?

II. The questionnaire, intended for members of the creative team, includes the following questions: 1. What has teamwork taught you? 2. How do you feel about teamwork? 3. What was important for you in the work process? 4. What are you worried about? 5. What surprised you? 6. Did CCA help you understand anything?

When conducting a survey, various forms can be used. For example, running in circles, announcing "Noise time" and the "Coloring" technique - with the help of certain colors, students evaluate the work of their team and other teams.

Small groups are given 5-7 minutes to discuss the results of the JIF. After the members of the creative teams think among themselves, 1 representative is appointed. He communicates the findings of the creative team to the others.

At the sixth stage, the prospect of creating a JIF is determined. In it, the teacher develops a work plan for using the experience of organizing the SIF in the process of preparing documents, planning the use of creative products in certain classes, preparing for the lesson, conducting it and discussing it.

Within the framework of the technology of organizing collective creative activity, it serves to conduct SDI of various - labor, cognitive (theoretical knowledge), artistic, creative, sports, socio-political orientation.

Each JIF is a comprehensive means of education, as it includes the development of personal, individual and subjective qualities of the student in unity.

It is desirable to comply with certain conditions to increase the effectiveness of collective creativity. These include: life-practical (JIF should improve the lives of team members and others; each JIF has practical and educational value as a specific form of creative association of teachers and students); the creative nature of each JIF should prepare students for active actions in the social environment (free communication with others, exchange of ideas), form in them the qualities of mutual support; At all stages of the JIF, students work in a team and, together with the team, look for a rational solution to vital tasks, cover each situation, analyze the problem that has arisen; manages to master the skills of organizing entrepreneurship (aimed at creating creative products) on the basis of social ideas and national, universal values. This is the most important pedagogical task in modern conditions.

At all stages of the JIF organization, it is necessary to treat students with low self-esteem who, for some reason, cannot accept the team.

With such children, it is advisable to use individual, developing and differentiated educational technologies. Consequently, these technologies create the opportunity to comprehensively study each student, observe him in practical activities, study his internal capabilities, involve him in completing tasks in accordance with the student's "personal resource".

Building constructive relationships in the team is facilitated by the use of technologies to stimulate children's activities. By setting pedagogical requirements of various content, using effective methods of encouraging and punishing students, the teacher ensures that he works on the basis of humane principles when working with small groups and a team. After all, the humanitarian position of a teacher means not only that he accepts different points of view, but also that his personal position is stable, he has the ability to defend educational values.

Thus, JIF helps to educate the personality of a student in modern conditions, to effectively prepare him for social relationships. Because JIF is based on the accomplishment of certain tasks in a creative team. Teamwork is of practical importance in the formation and development of generally significant qualities in students, such as the ability to communicate with others, listen to them, support each other with team members, and provide mutual assistance. Therefore, the use of JIF technologies in organizing the process of social education in educational institutions, in particular, in general educational institutions, creates the possibility of achieving pedagogical results.

The list of used literature:

1. Интерфаол методлар: моҳияти ва қўлланилиши / Методик қўлл. Тузув.: Д.Рўзиева, М.Усмонбоева, З.Ҳолиқова. – Т.: ТДПУ нашриёти, 2013. – 136 б.

2. Классификация видов деятельности // http://900igr.net/prezentatsii/obschestvoznanie/Dejatelnost-ljudej-i-ejo-mnogoobrazie/012-Klassifikatsija-vidov-dejatelnosti.html.

3. Pedagogika. Izohli lug'at / M.Usmonboyeva, O'.Asqarova, F.Ehsonova. – T.: "Navro'z" nashriyoti, 2012. – 62-63-b.

4. 4.Tolipov O`.Q., Saydaliyeva F.O`. Main quality levels of pedagog professional competence. Central Asian Journal of Education, Vol. 3 [2019], Iss. 1, Art. 6. 1.

5. 5.Utkir Tolipov., Khamidjan Matyakubov. Methodology for the Formation of Research Competencies in Junior Students of a Pedagogical University.

6. © 2020 International Journals of Sciences and High Technologies

7. http://ijpsat.ijsht-journals.org Vol. 19 No. 2 March 2020, pp. 178-180.

8. Rasulov, A., Madjitova, J., & Islomova, D. (2022). PRINCIPLES OF TOURISM DEVELOPMENT IN DOWNSTREAM ZARAFSHAN DISTRICT. *American Journal Of Social Sciences And Humanity Research*, *2*(05), 11-16.

9. Rasulov, A. B., Hasanov, E. M., & Khayruddinova, Z. R. STATE OF ENT ORGANS OF ELDERLY AND SENILE PEOPLE AS AN EXAMPLE OF JIZZAKH REGION OF UZBEKISTAN. ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОТОРИНОЛАРИНГОЛОГЛАРНИНГ IY СЪЕЗДИГА БАҒИШЛАНГАН МАҲСУС СОН, 22.

10. Расулов, А. Б., & Расулова, Н. А. (2013). Опыт периодизации географических взглядов. *Молодой ученый*, (7), 121-123.

11. Nigmatov, A. N., Abdireimov, S. J., Rasulov, A., & Bekaeva, M. E. (2021). Experience of using gis technology in the development of geoecological maps. International Journal of Engineering Research and Technology, 13(12), 4835-4838.

12. Matnazarov, A. R., Safarov, U. K., & Hasanova, N. N. (2021). THE STATE OF INTERNATIONAL RELATIONSHIP BETWEEN THE FORMATION AND ACTIVITY OF MOUNTAIN GLACES OF UZBEKISTAN. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, *2*(12), 22-25.

13. Saparov, K., Rasulov, A., & Nizamov, A. (2021). Making geographical names conditions and reasons. World Bulletin of Social Sciences, 4(11), 95-99.

14. РАСУЛОВ, А. Б., & АБДУЛЛАЕВА, Д. Н. (2020). ПЕДАГОГИЧЕСКИЕ И ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ НАВЫКОВ ИСПОЛЬЗОВАНИЯ САЙТОВ ИНТЕРНЕТАВ ПРОЦЕССЕ

повышения квалификацииРАБОТНИКОВ НародНОГО ОБРАЗОВАНИЯ. In *Профессионально-личностное развитие будущих специалистов в среде научно-образовательного кластера* (pp. 466-470).

15. Kulmatov, R., Rasulov, A., Kulmatova, D., Rozilhodjaev, B., & Groll, M. (2015). The modern problems of sustainable use and management of irrigated lands on the example of the Bukhara region (Uzbekistan). *Journal of Water Resource and Protection*, *7*(12), 956.

16. Saparov, K., Rasulov, A., & Nizamov, A. (2021). Problems of regionalization of geographical names. In *ИННОВАЦИИ В НАУКЕ, ОБЩЕСТВЕ, ОБРАЗОВАНИИ* (pp. 119-121).

17. Rasulov, A., Saparov, K., & Nizamov, A. (2021). THE IMPORTANCE OF THE STRATIGRAPHIC LAYER IN TOPONYMICS. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, *2*(12), 61-67.

18. Nizomov, A., Rasulov, A., Nasiba, H., & Sitora, E. (2022, December). THE SIGNIFICANCE OF MAHMUD KOSHGARI'S HERITAGE IN STUDYING CERTAIN ECONOMIC GEOGRAPHICAL CONCEPTS. In Conference Zone (pp. 704-709).

19. Rasulov, A., Alimkulov, N., & Safarov, U. (2022). THE ROLE OF GEOECOLOGICAL INDICATORS IN THE SUSTAINABLE DEVELOPMENT OF AREAS. *Journal of Pharmaceutical Negative Results*, 6498-6501.

20. Nizomov, A., & Rasulov, A. B. (2022). GEOGRAPHICAL SIGNIFICANCE OF THE SCIENTIFIC HERITAGE OF MAHMUD KASHGARI. Journal of Geography and Natural Resources, 2(05), 13-21.

21. Rasulov, A. (2021). The current situation in the district of lower zarafshan plant species-eco-indicator. *ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH*, *10*(4), 304-307.

22. Berdiqulov, R. S., & Yakubov, Y. Y. (2022). TALABALARGA MUSTAQIL ISH TOPSHIRIQLARINIBAJARTIRISH SHAKLI VA BAHOLASH TARTIBI. *Solution of social problems in management and economy*, *1*(4), 48-55.

23. Shavkatovich, B. R. (2017). Deduction of chemical thought. *European research*, (5 (28)), 62-68.

24. https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:dhFuZR0502QC.

25. https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:4DMP91E08xMC

26. https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:_FxGoFyzp5QC.