



Creativity, interpretation, understanding - the main goal of modern pedagogy

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Annotation: The article is devoted to the problems of creativity, interpretation, understanding - the main goal of modern pedagogy. It contains a classification and definitions of pedagogical technologies, characteristics of the traditional system and current trends in pedagogy in relation to additional education.

Keywords: creativity, interpretation, understanding, modern pedagogy.

It is important to take into account that we live in the 21st century, therefore, the pedagogical tools (technologies, techniques, methods, means, techniques, mechanisms, operations, algorithms) must be modern, meeting today's challenges and risks. To do this, it is desirable to study articles on a given issue over the past years, to feel their features, the style of writing. Otherwise, it may turn out like this: we read the article and do not understand what place and time it is from. Each article should have modern features and solutions that help solve actual pedagogical problems. For example, in recent years, the attitude towards such socio-pedagogical concepts as "humanism", "democracy", "tolerance", "universal values", "pluralism", "liberalism", which over the past 5–10 years have acquired in The media has clearly negative connotations. The understanding of these words reflects the influence of state ideology. And this must be taken into account. The complexity of pedagogical texts lies in the fact that they are the result of a huge analytical and synthetic work on the extrapolation of scientific results from different sciences, in particular, the ability to translate one scientific language into another (although, of course, it is impossible to do this completely). Thus, a pedagogical article is a special pedagogical discourse saturated with discourses of other sciences. Sometimes it seems that it is much easier to write some one- dimensional , specialized, mono-oriented article on ethics, aesthetics, logic. But pedagogy strives to the limit to rework, include and integrate the highest achievements from many sciences. Moreover, to refract them through the consciousness of a modern teacher and child. Although many ordinary people have the impression that everyone understands the essence of pedagogy. Hence the endless advice from the outside on how to educate and educate a child, based on personal particular experience. Therefore, a modern teacher-researcher is a



professional integrator who is able to process the achievements of many sciences in the bosom of pedagogy and create synthetic methods of education that are in demand by the time.

Modern pedagogy really emphasizes creativity, interpretation and understanding. It aims to develop critical thinking in students, the ability to independently create and interpret knowledge, as well as a deep understanding of educational material.

Creativity plays an important role in modern pedagogy, as it allows students to develop their creativity and find new ways to solve problems. Students are encouraged to look for innovative solutions, develop their intuition and experiment.

The interpretation of knowledge is also an important component of modern pedagogy. Students learn to analyze information, look for connections between various facts and phenomena, and also look for different ways of understanding and explaining phenomena. This contributes to the development of critical thinking, the ability to see different points of view and evaluate information from different angles.

Understanding plays an important role in modern pedagogy as a result of learning. Students not only memorize facts and formulas, but also strive to understand the essence of the material being studied. They ask questions, investigate phenomena, understand cause and effect relationships, and develop their deep understanding of the subject.

The main goal of modern pedagogy is the formation of students who are able to think independently, creatively apply knowledge and analyze information. This approach to education allows students to develop the skills necessary to successfully adapt to today's rapidly changing world.

What signs tell us that the article has taken place and it is possible to complete its expansion, improvement, improvement?

First of all, this is an internal, self-evident feeling of achieved integrity, completeness: they expressed everything they wanted to say, which “was a heavy burden on the heart” (this can be experienced as a short-term devastation).

Secondly, at some final moment, a state of catharsis may arise: deep aesthetic pleasure and satisfaction (this is, as it were, a spiritually gracious reward for the work done).

Thirdly, the realization and understanding that the next tangible step has been taken in self-improvement to achieve the desired ideal (this can be expressed in the expansion of personal horizons). How to discover the weight of the article, its significance for pedagogical practice, to understand that it was not written by a layman? As we know, any science is based on laws and



regularities.

Therefore, the main feature of a professionally written article is the discovery and adequate description of some methodological regularity. We list some aspects of the pattern:

- built a clear and precise algorithm for performing any operation;
- highlighted a new angle, cut, position, approach to any phenomenon;
- a comparative analysis was carried out, productive analogies were established;
- carried out fruitful structuring, ranking;
- an efficient classification has been implemented;
- a system of slides and visual aids (presentation, film) was created;
- given a heuristic interpretation in a new context;
- causal relationships are found in any phenomenon or experiment;
- given a heuristic description, definition, proof;
- open formulas, invariants, prototypes, laws, archetypes, primary phenomena , protoforms;
- a model (project, construct) of a phenomenon has been built;
- a heuristic generalization has been made, an idea has been identified;
- an open new phenomenon or fact is embedded (inscribed) in the desired theory;
- a new technology, technique, method, mechanism has been created;
- productive principles are formulated;
- a productive extrapolation of regularities from one science to another has been carried out;
- fruitful integration of any elements from different sciences;
- development, evolution, genesis, cyclicity of any phenomenon was discovered;
- properties, signs, functions of the object of study are revealed;
- formulated a theory, concept, paradigm.

So, the creation of pedagogical articles contributes to the teacher's creative self-expression, professional self-improvement, raising his methodological and methodological level, forming a worldview, building a picture of the world, gaining a tangible meaning in life, "perpetuating" his ideas in the global information space.

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