

THE SIGNIFICANCE OF MOTIVATING STUDENTS' CREATIVITY

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Abstract: *this thesis is principally discussed in the value of inspiring students' new features or ideas. Moreover, this very thesis is attempted to illustrate how to consolidate the students' mysterious spiritual ability by the encouragement. In that case, in this very thesis can be given valuable information about how attitude towards the teachers as well as students with each other in the processes of teaching and learning.*

Keywords: *creativity, inspiring students' creativity, Classroom Emotional Climate (CEC), creativity in the classroom, psychological influence of fostering students.*

Overall, creativity at the whole grades of education is about so much more than ordinary concepts of becoming good at art or reading, writing etc. Far from being in contrasting position to a scientific and analytical way of thinking, creativity is a set of capacities which permits the mind to work on a self –evaluative and adjustable way. For this reason, it is pivotal to promote the students' to extend their imaginations along with outlook regularly and keeps their mental minds open to picturesque opportunities as they come across the complications of life. Professor Claxton states that “Creativity is not the icing on the cake. It is the cake”. The European Union report clearly defines creativity within innovation in education are not just a possibility, yet an importance. Therefore, the following source can deal with the term of creativity and how students' creativity might be improved through creative learning as well as innovative educating. The authors of the book which is named “A recognition of emotions and creativity in education”, Birthe Lund, Tatiana Chemi and Sarah Grams Davy claim that when creativity and innovation become a desire for education, it might be presumed that it is sufficient to alter the curriculum of school subjects so as to strengthen students' “mysterious skills”. On the other hand, in the educational context, inner emotions can inspire or discourage not only learning, but also creativity and the sense of bravery and highly desire needed for students to try out something new. Emotions control the students' concentration, influence their encouragement to learn, adapt the option of learning strategies or techniques and affect their self –regulation of learning. Moreover, emotions are part of students' identity and they impact on personality improvement, physical health as well as psychological health [1].

According to the above authors of the book, classroom emotions along with student' creativity which depend on teacher well-being and boon relationships.

Hence they play great roles in teaching for creativity, occupational experienced at teachers, strain and prosperity, educating for creativity in the classroom and so on. The summaries of European Commission: creativity and innovation are becoming richly indispensable for the development of XXI century knowledge society. They can contribute to economic welfare as well as to individual and social prosperity are significant factors for a more dynamic and competitive Europe. Education can be seen as central in motivating creative and innovative abilities. What is more, there are a great deal of information for teachers to foster for their students or pupils how to work with together, how positively they understand their interaction with colleagues and interaction with students. Besides that, the concept of Classroom Emotional Climate (CEC) has provoked in recently to depict the emotional situations or incidents for classroom learning. It is also defined as the quality of emotional and social interactions inside the classroom –between among teachers and students. A classroom, obviously with high Classroom Emotional Climate has teachers who are vulnerable and aware of the emotional and academic needs as well as individual perspectives of their students who show interest in them. Sarcasm and harsh disciplinary practices, humiliation or disrespect are absent. Working with students is very challenging if teachers do not know how to create their interest into the subject, they do not get relationships with students in the classroom [2].

Apart from above mentioned, teachers are able to create with their students in the class. Due to the fact that teachers perceive two factors: physical work organization and work environment or interaction with leadership as positive or negative affects their general strain perceptions, but they are not correlated to teachers' grades of well –being. Teachers' perception of welfare can be statistically explained by how positively they comprehend their interaction with students as well as interactions with colleagues. Interaction with students' or pupils' parents could not be placed on either continuum. As a consequence of these findings, physical along with administrative work conditions, besides, leadership behavior exist in the power to recreate strain when they are comprehended as negative, but they can not have an impact on the notion of well –being, even when they are understood as positive. But this kind of relationship is different from school relationships. Hence relationships with colleagues within students merely explain teachers' welfare, when they are knew positively [3].

Additionally, some authors would love to give information about relationship with their pupils and students. First of all, positive associations were found between quality of teacher –child achievement and relationships. Second of all, high quality teacher –child relationships protected children from the negative effects of insecure or other maternal attachment on success. Third of all, the effect of quality of teacher –child relationships on achievement was mediated through child and teacher behaviours inside the classroom. Taking everything into account it can be concluded that high quality of teacher –child relationships fostered children's successful performance. Additionally, if teachers supervise their pupils' or students' secretive capabilities, they can, of course, achieve their ambitious goals maximally [4].

References

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