

## TECHNOLOGY OF COLLECTIVE CREATIVE EDUCATION BY IGOR PETROVICH IVANOV

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#### ARTICLE INFO.

**Key words:** education, democracy, relationships, ability, creativity, effective approach.

#### Abstract

This article is devoted to the methodology of organizing collective creative education in educational institutions. As a result of using this technique, children and adults become active participants in their lives, create what they are capable of, and their concern is directed towards the world around them and the development of each individual. The main goal of this approach is to improve the life of the community and the environment, where teachers act as elders to children, working with and in front of them.

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In the modern education system today, much attention is paid to organizing creative education among the younger generation. The organization of creative education requires a certain way of life of the team, covering all practical matters and relationships. The technology of collective creative education is a form of joint activity between adults and children, which involves participation in collective creativity, planning and analysis of results. Participatory creative education, also known as shared care pedagogy, is an active, creative, and organizational approach to pedagogy. Within the framework of this methodology, children and adults become active participants in their lives, create what they are capable of, their concern is directed towards the world around them and the development of each individual. They strive to serve goodness, show creativity, democracy and camaraderie. Collective creative education is a socially significant matter. The main goal of this approach is to improve the life of the community and the environment, where teachers act as elders to children, working with and in front of them. They combine practical and organizational activities for shared enjoyment and benefit. Collective creative activity is creative because, planning and implementing plans, evaluating what has been done and learning lessons for the future, all students, together with teachers and led by them, search for the best ways,

methods, and means of solving vital practical problems. This activity is collective, because it is planned, prepared, carried out and discussed by students and teachers.

The method of collective creative education was developed by Igor Petrovich Ivanov. He conducted a lot of research and experiments to develop and implement this approach into teaching practice. Today, the method of collective creative education is actively used in various educational institutions and has received recognition as an effective approach to raising children.

The concept of “Collective Creative Work” (CTD) was introduced in the mid-60s of the 20th century. Educators consider Academician I.P. Ivanov to be the inventor of the CTD method, the creator of pedagogy, which is referred to as “pedagogy of cooperation,” called “collective creative education,” “education according to Ivanov.” He is also considered the initiator and creator of the socio-pedagogical movement. Currently, many teachers work according to the method of I.P. Ivanov, which has received wide recognition.

The technology of collective creative education is the organization of joint activities of adults and children, where everyone participates in planning, creativity and analysis of results. Collective creative education is a socially important matter, where teachers act as senior comrades of the children, acting together with them and ahead, jointly solving practical problems and improving the lives of their team and the environment. It is also creative, as all participants seek better ways and means to solve vital problems.

KTD is collective because it is planned, prepared, carried out and discussed by students and educators.

The main objectives of this activity in modern conditions are:

Formation and development of the team;

Development of the personality of each child, his abilities, individuality;

Development of creativity, both collective and individual;

Training in the rules and forms of teamwork;

Realization of children's communication needs;

In the process of collective creative activity, all aspects of the personality develop:

cognitive and ideological (knowledge, views, beliefs, ideals),

emotional-volitional (feelings, aspirations, interests, needs),

effective (skills, skills, habits, abilities, character traits).

When organizing any business, first of all you need to keep in mind who it is for, who it will bring joy to, and what the participating children will receive for their development. Following the call of children's needs, taking care of satisfying the spiritual needs of pupils, a caring teacher knows what to do, what and how to help, and how to overcome life's obstacles, become strong and self-confident.

Types of collective creative activities.

Collective creative activities differ from each other, first of all, in the nature of the general practical concern that comes to the fore. But in each KTD a whole “fan” ( A.S. Makarenko ) of pedagogical problems is solved, the collectivist, democratic foundations of life, independence, initiative of children, and self-government are developed. CTD, enriching the team and the individual with socially valuable experience, allows everyone to demonstrate and improve the best human inclinations and abilities, needs and relationships, to grow morally and spiritually.

Labor KTD.

**Goal:** to enrich children’s knowledge about the world around them, to develop views on work, to

cultivate the desire to contribute to the improvement of reality, to take care of near and distant people, to work independently and creatively for benefit and joy (labor attack, landing of assistants, gifts to distant friends, mail, labor surprise).

Cognitive CTD.

**Goal:** to form the needs for cognition.

Cognitive CTD have the richest opportunities for developing in schoolchildren such personality qualities as the desire to understand the unknown, purposefulness, perseverance, observation and curiosity, inquisitive mind, creative imagination, comradely thoughtfulness, spiritual generosity (an evening of fun tasks, an evening of travel, an evening of unraveled and unsolved mysteries, quiz tournament, tournament of experts).

**Artistic KTD.**

**Goal:** to develop the artistic and aesthetic tastes of children and adults; cultivate receptivity, nobility of soul; enrich the inner world of a person (puppet theater, literary and artistic competitions, a tournament of poetry experts, a relay race of favorite activities).

Sports KTD.

**Goal:** to develop agility, endurance, resourcefulness and perseverance, courage and courage, collectivism and discipline (sports competitions, relay races).

Socio-political KTD.

**Goal:** to develop a civic attitude towards your family, school, big and small homeland; expand and deepen your knowledge about the history and culture of your country, learn to see and understand the beauty of life (Knowledge Day, Constitution Day, New Year's holiday, Defenders of the Fatherland Day, International Women's Day March 8, Victory Day).

Organizational KTD.

Any practical matter becomes collective and creative only in lively joint organizational activities (newspaper - "lightning", team birthday, collective planning, alternation of traditional assignments). Each collective creative activity can take from several minutes to several weeks, depending on the goals, nature and composition of the participants.

Stages of collective creative work.

The first stage is the starting conversation, during which the teacher captivates the students with the joyful prospect of an interesting and useful activity.

For whom? When? Where? Who? With whom?

The second stage is collective planning.

The third stage is collective preparation.

The fourth stage - carrying out technical design work - is the result of the work done during preparation.

The fifth stage is collective summing up. At the general meeting, the teacher sets tasks for reflection: what did we do well and why? What failed and why? What do we offer for the future? The teacher summarizes the opinion expressed at the meeting.

The sixth stage - the teacher organizes the use of experience accumulated in planning, preparing, conducting and discussing the case. Ivanov's method of reflection helps relieve psychological tension, defuse and prevent conflicts. This positive effect is achieved when they start not with the "negative", but with the good: what we liked, what was successful, what made us happy, who especially distinguished ourselves, to whom we will say thank you. When a team not only evaluates the past, but also outlines a

program for its future actions, people gain perspective, optimism, and a desire to act. The strength of every creative endeavor is that it requires a common search, gives impetus and opens up wide scope for it. Therefore, in each of these cases there is a flexible form, rich content, non-standard options

Five conditions for pedagogical success.

The first condition is general concern.

We must learn to include each student, as his younger comrade, in joint actions for joy and benefit; in the search for things that people need; into the experience of doing good and overcoming what prevents good, into evaluating what has been done and drawing lessons for the future.

The second condition is unity of respect and comradely exactingness.

The starting point is comradely respect: faith in the creative powers, the capabilities of man as an increasingly skillful and enthusiastic participant in the common civic concern; understanding the strengths and weaknesses of a person, the desire to reveal, develop the best sides and overcome shortcomings and weaknesses. From comradely respect comes comradely exactingness.

The third condition is the unity of thoughts and actions, will and feelings.

We must learn to influence in such a way as to develop in unity all three sides of the personality of a growing person: cognitive - worldview, emotional-volitional and effective; to form scientific knowledge, views, beliefs, ideals; develop the skills, habits and character traits necessary for every citizen of our society.

The fourth condition is a single team.

Each individual is brought up by a single educational team of seniors and juniors, influencing common life, improving it and ensuring its educational effectiveness.

The fifth condition is creativity, not a template.

It is imperative to use various types of educational influence creatively, avoiding dull formalism and monotony that kills originality.

Methodology for organizing and conducting CTD.

Creating a child's motivation to participate in CTD

A child, just like an adult, can do something only if he wants to do it. In various life situations, a wide variety of motives can arise, but roughly they can be divided into two parts: positive motives and negative motives.

It is quite difficult to consider all the variety of motives, so let us dwell, as an example, on the main motives of a child for participating in collective creative activities.

Child's motives:

---Need for communication.

---Performing CTD in order to take part in other matters.

---Desire to win (competitive spirit).

---Interest in realizing one's abilities (creative, intellectual, managerial, organizational).

1---Awareness of the developmental role of CTD.

2---Awareness of the social role of CTD (the need for CTD for others).

The main emphasis when working should be on interest in realizing your abilities - since this is the easiest motive to achieve, not based on negative emotions.

### **Organizational aspects of KTD**

approximate timing of the CTD, what and who they may depend on.

Determine the location of the CTD, what, and who it will depend on.

Specify the place and time of the CTD, coordinate them with the participants.

Break down the preparation of the case into tasks, determine the critical deadlines for completing these tasks and those responsible for them.

The most common tasks.

1. Advertising the business.
2. Preparation of materials for participants in the case.
3. Preparation of materials for the organizers of the case (for example: costumes for the concert, printouts of passes and shoulder straps for "Zarnitsa").
4. Registration of the venue of the case.
5. Preparation of the jury, judging criteria and available materials for the jury (for example, plates with ratings for KVN).
6. Preparation of prizes for the winners.
7. Preparing the form of the case (for example: theatrical plot, preparing presenters, preparing stations, thinking through questions for a debate).
8. Coordination with the people on whom the conduct of the case will depend.
9. Organization of the press: photos, videos, articles.

### **Conclusion.**

Group activity of pupils is a unique and at the same time natural social and pedagogical phenomenon, which can be used as the basis for all activities of the team; it is an invaluable experience for pupils, which will be useful to them in later life. For more than half a century, ideas that form the basis of collective creative education have been studied, developed and disseminated. The challenges of our time more and more insistently require overcoming formalism in education, and, therefore, interest in the ways of organizing creative life activity, in the educational relations of the creative community of generations will steadily grow.

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