

**SOCIAL-PEDAGOGICAL MEANING OF THE CONCEPT OF CREATIVE-CULTURAL  
ACTIVITY**

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**Abstract:** This article reveals the significance of the types of creative and cultural activities, the social and pedagogical content of the concept of creative and cultural activities.

**Key words:** Creativity, culture, activity, social, pedagogy, value, idea, society.

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Paragraph 20 of the 3rd statement of the video meeting held under the leadership of the President of the Republic of Uzbekistan Shavkat Mirziyoyev on January 19, 2021, dedicated to the issues of fundamentally improving the system of spiritual and educational affairs and strengthening the cooperation of state and public organizations in this regard. It is emphasized that the direction and content of the activities of the propagandists on cultural issues in the educational institution should be carefully determined.

Studying the problems of cultural and creative formation of schoolchildren is complex and integrated in nature, and is located at the crossroads of problem areas of philosophy, sociology, cultural studies, psychology, pedagogy and socio-cultural activity. Cultural and creative education of schoolchildren is a complex, multifaceted process. It is an integral process that forms the consciousness of mankind in culture, society and cultural-historical development.

In order to study the pedagogical side of this problem, it is necessary to analyze the basic foundations of the categories “culture”, “creative culture of the person”, “creative education”, “youth”, as well as the essence of the formation of cultural and creative activity of students in free time and It is necessary to reveal its characteristics.

First of all, if we pay attention to the meaning of the term culture, culture (lat. Cultura – “culture”, “education, development”, “respect”) is considered as a specific sphere of human life and a social phenomenon. It embodies the universal human experience that is transmitted from generation to generation through education, training, and education, and determines the level of historical development of society. Thus, the phenomenon of human culture is a multi-component, multi-layered whole that manifests both at the level of human culture, in certain communities of people (nations, countries, industrial and informal associations.), as well as at the level of an individual person.

Cultural and creative education is carried out at all stages of personality development at a young age, and as an integral part of education in general, it is important in the formation and development of self-awareness, full perception and correct understanding of artistic and real beauty (magnificence). It is understanding. It forms a system of artistic images, views and beliefs that help to develop the true criteria of cultural values, to expand the artistic and creative worldview, to organize human feelings, and to develop the spiritual personality. At the same time,

it develops a person's desire, readiness, ability to incorporate the elements of beauty into his life and to express himself in creative activities and art.

Artistic and creative activity has different levels of organization and a more complex structure that reflects different forms and methods of artistic self-perception of a person. Currently, the appeal to artistic creativity and art is especially urgent, because society and the state need a spiritual revival in the search for and implementation of pedagogical programs that create a foundation for the creative education of young people.

Young people who are engaged in artistic creation begin to understand artistic creation and art more. Therefore, direct contact with artistic creation is one of the important practical indicators of the level of artistic culture of a person. In this case, the important task of cultural-creative education is to attract young students to creative activities.

The ultimate goal of cultural-creative education is the formation of a creative culture of personality. Artistic creativity is manifested in the types and forms of organization of people's life and activities, in mutual relations, in the created material and spiritual values and is formed under the influence of many factors: objective and subjective, natural and social, internal and external, independent and dependent on will. the mind of people acting on their own or according to certain goals. The formation of a person's creative culture is closely related to the existing system of creative education and is overestimated by the specific forms and methods that society uses in its purposeful development.

The success of its formation depends on the influence of education on the personality of the life forms associated with it. It is about the purposeful formation in each person:

- cultural-creative consciousness as an integral part of social consciousness, it is manifested not only in consumption, but also in the creation of creative values;
- the culture of feelings manifested in any sphere of life;
- are special skills and abilities to create, preserve and distribute artistic values.

According to the interpretation of M.A. Verb, the creative culture of a person is the main property of a person, which allows him to fully communicate and actively participate in its creation. The connection of creative culture with the general culture and other aspects of the spiritual and physical appearance of a person has acquired a special character. The essence of personal culture is artistic and creative perception, readiness and ability for experience and creativity.

The possibilities of art as an activity affect the development of the creative culture of society.

Forming the creative culture of students and young people is one of the important tasks in their transformation into a person, spiritual, moral and creative acquaintance with artistic and creative activities, the desire to create and confirm the semantic structure of the expressive world, to fully perceive the beautiful in art and reality. and the development of the ability to understand correctly. The formation of personal culture is a certain level of development of the taste of a young professional, which combines the volume of different emotions and knowledge. From a

philosophical point of view, the field of cultural formation of a person is open in its pedagogical aspect and stimulates creative scientific research. In addition, a person is not a passive being, he works as a subject of his own formation and development. Sufficiently developed cultural perception means the presence of creative taste and emotion. The process of perception of artistic creativity is related to the development of active, creative, imaginative, associative thinking. It has an educational function, is artistically formed, improves, develops all the wealth of social feelings, changes the general and creative culture of a person, and at the same time improves the educational process.

In the scientific researches of scientists, it is emphasized that the creative culture of a person is an integral unity of artistic consciousness and active creative activity.

Creative and cultural activity includes the creative side of all types of activities, including creative activities to create works of art and other artistic values. Creative activity of a person is possible when there is creative ability, creative knowledge, skills and abilities and consists of the following elements.

- a) artistic and creative side of activity;
- b) creative activity to create works of art and other values.

Artistic creativity is interconnected with creative activity and is a component of human creative culture. Creative consciousness includes:

- a) creative perception;
- b) creative taste;
- c) creative needs and interests;
- d) creative feeling;
- e) artistic and creative abilities;
- f) artistic and figurative thinking.

The leading role in characterizing a person's creative culture depends on his needs. The need for artistic creativity is a person's need for acceptable and harmonious activity, realized in various forms of creative activity. In the structure of artistic creative needs, the need for artistic and artistic activities occupies one of the leading places.

The most important social functions of artistic creativity - cognitive, educational, communicative, oriented, hedonistic (function of creative pleasure) are realized in a certain way: with the help of pictorial reflection of the world and modeling of personality and human relations.

A person's needs for artistic creativity are interrelated with the manifestation of motivation, as the reasons for his activity.

Motivation is an impetus to action, a dynamic process of physiological and psychological control of human behavior, which determines its direction, organization, activity and stability. "Motivational processes encompass what we consider to be the relationship between the individual and the situation. In addition to the motivational aspects of the situation determined by the perception of the possibilities of achieving certain goals, the motives promoted in this situation also affect the attractiveness of the expected consequences of the action. They also determine the breadth of equivalence classes of situations and modes of action. The process of motivation, understood in this way, is the preparatory stage of action. It can be thought of as a cognitive processing process that includes emotional components and strives for a specific or specific outcome.

The development of a person's artistic and creative perception helps to form a creative taste, a certain ability to evaluate reality and art phenomena. In the process of perception of reality, the intuitive principle actively develops as a result of long creative development, the influence of purposeful education and self-education of the individual. A developed artistic taste characterizes a high level of human culture. In the history of the development of artistic thinking, taste was considered as a central element of personality culture. "The main basis of artistic creative taste is a mechanism that constantly works to direct a person to the goal, embodying the idea of the beautiful, harmonious, perfect and expedient."

Taste has different aspects:

- psychophysiological (taste as one of the driving mental properties of a person, constantly coordinating his actions and activities)
- social (as a dialectical unity of general, special and unitary, social and personal, collective and individual);
- epistemological (individual manifestation of taste is always based on the concepts of various creative manifestations formed in public life).

The psychological mechanism of the functioning of human taste, his feelings and interests are creative needs, which are manifested in various activities: activity in games, educational, educational, social, work activities, creative character, high level of creative importance.

The main indicator of the level of artistic and creative manifestations of a person is the nature of creative ideals. Creativity, as the most important criterion for creative assessment of reality and artistic phenomena, combines many personal feelings. An important indicator in the process of forming a person's creative culture is not only the level of development of creative and artistic values collected by humanity, but also the level of human participation in artistic creativity.

Creative imagination is of particular importance in the system of quality indicators of a person's creative culture. Creative imagination is a type of mental activity aimed at forming new structures, ideas, projects based on the combination of known elements. In the process of creative activity, a highly developed creative imagination is required, which depends on a number of conditions and the availability of existing ideas, practical experience, knowledge and skills. Dudesky A.Ya. In his research, he noted that "literally, everything that is located in the human memory from his past feelings and impressions and is able to be restored in the form of emotional, logical or rational

images can participate in the orbit of transformation." emphasizes. In connection with the above, we emphasize that the development of creative imagination plays an important role in the process of forming the creative culture of the young generation and youth.

In modern conditions, scientific interest in the socio-demographic group - young people is very high, and this is due to a number of objective reasons. Rapidly developing industry, national economy, science and culture determine the further increase in the number and quality of training of highly educated specialists.

The implemented changes significantly change the role, tasks, composition and working conditions of public education as a social institution. The student period, on the one hand, is characterized by familiarization with important forms of activity, in particular, by profession, and on the other hand, by a real gap between ideal and reality, which can be resolved in self-determination. At the same time, the socio-economic importance of the quality of the performance of educational tasks of schoolchildren is increasing.

Young people who are going through the period of forming social maturity and adapting to the world, their age limits depend on the socio-economic development of the society, the level of culture, and living conditions. The definition given by I. S. Kohn has become a key concept in the internal sociology of youth: "Youth is a socio-demographic group that is distinguished by age characteristics, especially social status, and a combination of social and psychological characteristics that depend on both."

There is no general opinion about the age limits of young people. In the absence of single criteria for periodization by age, the uniqueness of the approaches developed in various disciplines to the study of young people is taken into account when determining the boundaries of young people.

For all the importance and power of socialization of students in the educational and production community, leisure activities with all the necessary content, for the growth of the "leisure sphere" - tourism, sports, library and club business - all this, young people stubbornly "get lost" among their peers. This means that communication in the company of young people is a very necessary form of recreation for young people.

The desire to communicate with peers stems from the need of young people for emotional connection. It can be considered as follows: a necessary condition for the life of a person and society; a source of creative change from person to person; form of transfer of knowledge and social experience; the starting point of self-recognition; which regulates human behavior in society.

The process of forming the creative culture of young people in the conditions of students' free time gatherings (associations) suggests a comprehensive consideration of the manifestation of the intellectual, emotional and voluntary spheres of a person. The special importance of the emotional sphere should be taken into account. Carrying out the results of scientific research in this field, Faletrova OM, the development of the emotional sphere affects the state of motivational, action-practical and other personal spheres, and the motivation for various types of activities increases.

The role of emotions in the creative and cultural process is diverse. A special role belongs to emotions in various forms of artistic creation. K.S. Stanislavsky said that the three spiritual



spheres of a person - consciousness, will and emotions - are "the most difficult in raising a child." While studying this problem, it was noted in his works that students' moving emotions and the ability to gain deep experience develop faster.

Particularly noteworthy are "the feelings of well-known psychologists, the vital meaning of events and situations that arise due to the interrelationship of objective characteristics with the needs of a creative person directly by L. Vygotsky, N. Volkov, P. Yershov, Y. Lapina, A. Leontev, N. Nosov, N. Rozhdestvenskaya, P. Simonov, T. Shah-Azizov, C. Lombroso, O. Rank, R. Arnheim and others, it is considered a form of reflection.

The development of self-awareness and the presence of strong-willed personality qualities play an important role in the formation of the creative culture of a student's personality. As a conscious organization of activities aimed at overcoming internal difficulties and self-regulation, will is, first of all, control over oneself, emotions, and actions. For different people, this power has a different degree of seriousness.

Ordinary consciousness includes many personal characteristics of the will, which differ in the intensity of their manifestation, they are distinguished by strength at one pole, and weakness of will at the other. A strong-willed person knows how to overcome any difficulties on the way to the goal set before him, and at the same time discovers strong-willed qualities such as independence, perseverance, determination, endurance and self-control. is enough.

Independence is a voluntary feature that is manifested in a person's ability to overcome obstacles, set goals and achieve them. An independent person is sure of the correctness of the goal and will fight in every way to achieve it. At the same time, independence does not prevent the use of advice and suggestions of other people aimed at evaluating the possibilities of achieving the goal.

The opposites of independence are presumption and negativity. In this situation, weak-willed people who do not know what to do and always expect advice or instructions from other people can be invited. They often doubt the correctness and expediency of their actions and fall under the influence of selfish immoral people. In the end, they are convinced that their actions were wrong under the influence of these people, and they feel sorry and regret for trusting them.

Negativism is a negative voluntary quality, under the influence of which a person acts against the correct and necessary advice that other people give him. Negativism is often manifested in young people who are trying to show their independence and independence from adults.

Determination is one of the important voluntary characteristics of a person, which is manifested at the initial stage of actions, and a person should show enthusiasm when choosing the goal of actions. A decisive decision-maker can quickly choose the most important goal, think through the ways to achieve it, and foresee the possible consequences of his actions.

Impatience is a negative volitional characteristic that prevents a person from quickly making the right decision and performing a voluntary action. A person who is not in a hurry shows fluctuations when choosing a goal, does not know which goal to choose, doubts the correctness of the chosen goal, is afraid of the possible consequences of his actions. Sometimes hesitant people, trying to avoid unpleasant tension for them, rush to quickly set any goal that comes to their mind, and without thinking about whether it is possible to achieve it, they start to act.

Perseverance is the most important voluntary quality that is manifested in a person's ability to patiently overcome all difficulties that arise on the way to a goal. This characteristic is characteristic of people who show strong willed actions for a long time to solve the task as best as possible and achieve high results. Inflexible people are impatient and hasty in their actions, they strive to achieve their goals as quickly as possible.

Perseverance is a strong will that helps you achieve your goal. A stubborn person is sure of the correctness of the chosen path, understands the appropriateness of his actions and the need to get the desired results. If, under the circumstances, it is not practical to reach the set goal, a person who stubbornly goes to it can give up on it or postpone reaching the goal until a more convenient time.

EHM is one of the optional qualities that perform a function. It allows a person to show great will and withstand the extreme mental and physical stress necessary to achieve the goal. Influence is manifested in a person's resilience, ability to withstand adverse factors and see things through even in extreme situations. A self-disciplined person truly assesses the situation and his abilities, carefully plans his actions and chooses the most suitable method to achieve the goal. Self-control is a voluntary property that gives a person the ability to control himself in the most difficult, extreme conditions, mobilizes all his mental and physical resources. Self-control is often necessary for a person not only in everyday life, but also in life-threatening situations. It helps a person to overcome fear, panic and cowardice. A person who is self-sufficient, confident in his abilities, able to act appropriately in any situation and achieve high results in his actions.

Self-esteem is a person's assessment of himself, his abilities and qualities, manifested in independence, conscious self-management and activities. A person who has achieved his will is able to overcome the difficulties encountered on the way to the goal and has such qualities as determination, initiative, courage, perseverance and organization.

Creativity is described as a continuous process that helps to develop a person's self-development, increase independence and initiative, and form a value-based attitude to the teaching and learning process.

This phenomenon includes the categories "creativity", "creative activity", "creative potential", "creative productivity".

Creativity is an activity process that creates qualitatively new material and spiritual values or is objectively the result of new creation. Creativity can be considered not only as a process of creating new things, but also as a process that occurs during the interaction of a person (or the inner world of a person) and reality.

In addition, changes occur not only in reality, but also in personality. "Personality activity is characterized by the subject's desire to expand the scope of his activity, to act beyond the requirements of the situation; Orientation is a stable dominant system of motives - interests, beliefs. Activities that go beyond the requirements of the situation are creative actions."

The creative-cultural environment includes two interrelated areas: spatial-thematic (production) and spiritual-emotional (social, interpersonal relations).

The creative environment of artistic and creative groups (associations) is an organized socio-cultural space that contributes to the development and self-development of young people in the direction of artistic and creative activity.

The elements included in the artistic and creative environment are selected based on the following principles:

Diversity, originality and antiquity of types of artistic activity;

Coordination of national and regional components in event planning and creative activities.

The developing influence of the creative and cultural environment depends on the characteristics of communication in the context of artistic creativity, motivations that stimulate the creative development of young people, creative thinking and independence.

The environment as a means of forming the creative culture of schoolchildren in the conditions of creative and cultural circles is the object, symbolic, color, light properties of space and life, which form a stable complex of relevant creative, moral and creative, ideological and other values.

The creative environment related to the process of forming the creative culture of students in the conditions of creative and cultural circles has the following possibilities.

- creates, collects, preserves cultural and artistic values;
- regulates social and cultural activities through existing and developing norms, rules, customs in this environment;
- distributes various information that becomes the cognitive basis of the creative and cultural education process;
- there are examples of effective application of students' creative experience in the process of self-development and changing the world around them.

Pedagogical conditions for using the creative environment as a means of forming the creative culture of young people are as follows: updating the value-semantic basis of students' participation in the formation of the creative environment; involving young people in the process of forming their creative environment; filling the creative environment with elements that reflect the essence of the educational organization.

The harmony of the creative environment in which young people live is determined by compliance with the main criteria for their acceptance and evaluation:

- a) self-awareness in the surrounding creative environment, the ability to understand the cultural significance of major events; self-esteem expressed by the desire for calmness, self-confidence, spirituality, comfort;
- b) a truly creative assessment that contributes to the awakening of joy and admiration; creative filling of a person determines the feeling.



c) assessment of the social importance of the creative environment includes the following concepts: awareness of the importance of a person's historical and cultural past, modernity, memory of events and people, perception of the history of historical monuments, art, pride, respect and self-esteem, a sense of connection to culture, art, and others.

d) assessment of practical comfort and psychological comfort, the microclimate of the creative environment, which forms a general idea of the level of compatibility of human culture and socio-cultural environment.

Creative and cultural groups (associations) should fulfill the tasks of carriers of the creative environment. And this, in turn, has a positive effect on the nature of organizing social and cultural events and forces people to actively participate in it. It should be remembered that the hierarchy and direction of the interests of young people are constantly changing. It depends on choosing the time, place and type of pedagogically organized creative activity.

The personal qualities of the leader of free recreation groups (associations), which are necessary for the effective implementation of the process of forming the creative culture of students, are of great importance: commitment to creative education, compliance with requirements, prudence and self-control, predictability as a demonstration of behavioral stability in difficult situations; intellectual, voluntary and emotional stress tolerance; the ability to perceive and process large amounts of information; observation, excellent memory; sensitivity, emotional sensitivity, empathy (the ability to give in to emotions, understand people's moods, determine their relationships and expectations), pedagogical tact, non-contradiction, adequacy of appearances, tact; openness; wide horizons; the presence of leadership qualities (initiative, persuasiveness).

Based on the above, we came to the following conclusions:

1. Creative and cultural events are a powerful tool that affects the formation of the creative culture of students, it helps to develop the personal potential, emotional and voluntary qualities of young people, stimulates their creative activity and participation in society.
2. The combination of purposeful and systematic pedagogical effects on the mind and behavior of the individual by involving the students in their creative activities, in which the development of mechanisms to involve the individual in the process of creativity and creative perception of reality. is defined as the essence of formation.
3. The content of forming the creative culture of students in the activities of creative and cultural groups (associations) is determined by the special pedagogical potential of free time and is aimed at the mind and behavior of the individual by joining the cultural and value forms of creativity and the creatively organized environment. and is a sum of systemic pedagogical effects.
4. A distinctive feature of the formation of the creative culture of students in the conditions of creative and cultural circles is the limitation of the time indicator of the pedagogical process and the use of socio-cultural technologies in the course of educational activities, which is determined by the individual characteristics of a person and is characterized by various types of art. consists of introducing creation of cultural values, expansion of creative outlook, development of creativity, spiritual and moral qualities and feelings.

5. The considered specific features of creative and cultural activities allow them to be successfully used in the process of forming the creative culture of students.

Having studied the main aspects of the problem of the formation of creative culture of young people, we estimate that the development of a model that contributes to the effective formation of improvement of creative and cultural activity in the conditions of groups (associations).

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