

DO SCHOOLS KILL CREATIVITY?

Qurbonova N.S.¹, Kurbonov N.S.², Hudoymurodova H.M.³ (Republic of Uzbekistan)

Email: Qurbonova536@scientifictext.ru

¹*Qurbonova Nafosat Sattor qizi – Teacher of Zoology department,
TERMEZ STATE UNIVERSITY, TERMEZ;*

²*Kurbonov Navruzбек Sattor ugli - Tour guide,
UZBEKTOURISM CONSULTING CENTRE, TASHKENT;*

³*Hudoymurodova Hurriyat Muhiddinovna – teacher of Philology department,
TERMEZ STATE UNIVERSITY, TERMEZ,
REPUBLIC OF UZBEKISTAN*

Abstract: *the sole task of schools is to get people to learn. Schools should be places where children may discover their creative capacities to achieve greater academic success in future. School curriculum should be diversified with implementation of Arts, Humanities and Physical Education. Teachers in schools should work wholeheartedly and encourage children to learn better and with more enjoyment. However, culture of current education system has been to stifle children`s talents by underestimating their capacities. This article is dedicated to unmask effecting problems of schools and school curriculum, and provide some possible remedies for the issue.*

Keywords: *assignments, creativity, critical thinkers, encourage discussion.*

ШКОЛЫ УБИВАЮТ ТВОРЧЕСТВО?

Курбонова Н.С.¹, Курбонов Н.С.², Худоймуродова Х.М.³ (Республика Узбекистан)

¹*Курбонова Нафосат Саттор кизи – преподаватель,
кафедра зоологии,*

Термезский государственный университет, г. Термез;

²*Курбонов Наврузбек Саттор угли – туристический гид,
Консалтинговый Центр Узбектуризма, г. Ташкент;*

³*Худоймуродова Хуррият Мухиддиновна – преподаватель,
кафедра филологии,*

*Термезский государственный университет, г. Термез,
Республика Узбекистан*

Аннотация: *единственная задача школ - заставить людей учиться. В школах должны быть места, где дети могут обнаружить свои творческие способности для достижения большего академического успеха в будущем. Школьная учебная программа должна быть разнообразна с внедрением гуманитарных дисциплин. Учителя в школах должны работать искренне и поощрять детей учиться лучше и с большим удовольствием. Однако культура нынешней системы образования заключается в том, чтобы подавлять детские таланты, недооценивая их возможности. Эта статья посвящена демонстрациям проблем школ и школьной учебной программы и предоставлению некоторых возможных средств для решения этой проблемы.*

Ключевые слова: *назначения, креативность, критические мыслители, поощрять дискуссию.*

In today's developing world teaching and learning are a principal phenomenon which has been characterized as the drive engine of the culture of education. Teaching and learning are listed at as the same level on the basis of how important they are, what essential profits people are getting from and how vital they will be in future. These two disciplines should be a lifeblood routine of education. One question arises: how can governments develop these most important fields while most countries are suffering from a dropout crisis which has already encompassed an enormous amount of children? Why are most children losing interest and curiosity to study at schools? What causes are of and what consequences dropout crisis may lead to? "If someone from the American education system says to the people from Finnish education system "What do you do about the school dropout rate in Finland?" Finnish people say "Well, we do not have one" (Ken Robinson) [1, 36].

Coming to the main point, it is obvious that in some parts of the most countries 60 percent of children drop out of high school while Native American communities are being accounted for 80 percent of children (Ken Robinson, TED Talks 2006). From an economic point of view, this is a good math which actually costs an enormous amount of money to mop up the damage from the dropout crisis. But the dropout crisis is just the tip of an iceberg, and what we do not count are all the children who are in schools who are being disengaged, who do not enjoy and who do not get real benefit from school.

There are three lifelong principles on which human life flourishes and they are contradicted by the culture of education which most teachers have to labor and most students have to endure. First principle is that human

beings are naturally different and diverse which means every person has their own interest, attitude towards education. For instance, if you have got two children or more, I am sure they are completely different from each other.

STEM is a curriculum based on the idea of educating students in four specific disciplines; science, technology, engineering and mathematics in an applied and interdisciplinary approach. In schools, colleges and universities now STEM disciplines are considered as the dominant aspects of education which most departments mostly stress on and try to isolate them from other essential divisions of education. I am not here to argue against science and technology, or engineering and mathematics, because they are important, they are necessary but they are not sufficient. The main point is that a real education has to give an equal weight to the Arts, Humanities, Physical Education at same the level as STEM disciplines. Due to the perspectives of institutions which are combining Arts (drawing, singing, dancing, physical training, games, and extracurricular activities) and STEM disciplines under one school curriculum and producing numerous successful graduates, we may conclude that Arts should be implemented in the school curriculum along with Science, if not above.

The second principle is human curiosity. If teachers and parents can light the spark of curiosity in a child, they will learn without any further assistance as children can surely be considered as natural learners. Curiosity is the engine of achievement, and it is a real accomplishment to put that particular ability out, or to stifle. One of the effects of the current culture of education has been to de-professionalize teachers and their knowledge. There is no system in the world or any school in the country that is better than its teachers, because teachers are the lifeblood of the success of schools. Teaching is a creative profession, and it is not a delivery system, so teachers should not pass on received information. Great teachers try to do that, but what great teachers also do is mentor, stimulate, engage and provoke. Since education is about learning, if there is no learning going on, there is no education is being conducted.

The main point of education is to get people to learn. A teacher can be engaged in the activity of giving education, but not really be achieving it, like someone is dieting but not losing any weight. The role of a teacher is to facilitate learning, and part of the problem is that the dominant culture of education has come to focus on not teaching and learning but testing. Testing is important, Standardized tests have a place, but they should not be the dominant aspect of education, to the contrary, they should be diagnostic, they should help, they should support learning, but should not obstruct it which often does. Why are standardized tests so indecent? The reason is that standardized tests make children be in isolation and standardization. "Believing we can improve schooling with more tests is like believing you can make yourself grow taller by measuring your height." Robert Schaeffer of Fair Test. "I don't think there's any way to build a multiple-choice question that allows students to show what they can do with what they know" Roger Farr, professor at Indiana University [2,90].

The third principle is that children are naturally creative. One of the roles of education is to awaken and develop the powers of creativity; instead what we have is a culture of standardization. Finland regularly comes out on top in mathematics, science and reading, and the reason is that they do not obsess about STEM disciplines. The problem is that most countries individualize teaching and learning, and every student who drops out of schools has a reason for it which is rooted in their own biography. Education is human system not mechanical, so schools are natural system and the culture of the school is absolutely essential. Standardized tests are an unreliable measure of student performance, because they cannot disclose children's creative capacities. Moreover, standardized testing does not improve student achievement. Tests may only show individual's general knowledge on a specific or narrow-scale field of science.

Coming to the conclusion, according to Professor Sir Ken Robinson "Death Valley is the hottest and driest place in America, and nothing grows there, because it does not rain there. In the winter of 2004, it rained in Death Valley. And in spring of 2005, there was a phenomenon. The whole floor of Death Valley was carpeted in flowers for a while. What it proved that Death Valley is not dead. It is dormant. So if there are possibly right conditions, life is inevitable. It happens all the time". What should be in education? There should be a climate of possibility, and if it is done people can rise to it and achieve things that are completely not anticipated and cannot have been expected. There is a wonderful quote from Benjamin Franklin "There are three sorts of people in the world. First, those who are immovable, people who do not want to do anything. Second, there are people who are movable, people who see the need for change and are prepared to listen it. Third, there are people who move, people who make things happen" [2, 175].

Overall, education and learning should be carried equally to the requirements of globalization, and there should not be isolation between education and learning, while these two disciplines are found as the main source of the revolution of education. STEM disciplines should be taught in schools, colleges and universities, because these aspects are uniting bones of the skeleton of education. On the other hand, STEM disciplines should not be dominant above other aspects, such as Arts, Physical education and Humanities which should be conducted at education departments in order children to waken and sharpen their creativity and capacity to refocus on learning. Finally, if more people can be encouraged about education that will be a movement and that is what we need.

References

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