

A Study On Didactics Of 2021- Fiercely Creative Teaching

¹Dr. Ambar Beharay, ²Dr. Rohit Tilak

¹Associate Professor
Dept. Of Management
Tilak Maharashtra Vidyapeeth.
dr.ambar.beharay@tmv.edu.in

²Associate Professor
Dept. Of Management
Tilak Maharashtra Vidyapeeth.

Abstract :

In the 21st century, a lot of new technological discoveries, such as advanced computing, the internet, the use of robots, and artificial intelligence, are occurring. The second half of the 20th century is described as the "the Era of Electronics and Knowledge." In the new century, what will the school be different? Learning theory is a hot topic these days because our lives do not only include school but the rest of our experiences, from childhood on as well. As of course of time now, you can hear, a lot of complaint can be made that classrooms have not changed significantly. With respect to changing the world, are teachers better off than ever today? The aim of the chapter is to put existing practises and interpretations in the context of new teaching methods and research findings. This chapter looks at four topics: learning, the progress of environmental pedagogy, growing kids in the digital age, and in-teacher changes. The educational theory has two layers to explain: literally and metaphorically. At the micro, societal, "education," and the globalisation of education, decentralisation, and emerging technologies all come into play there is a strong and interactive blend of both in the micro-level "teacher-learner" approach and global education.

Keywords: didactics, digital generation, innovative teaching methods, environmental approach to teaching, pedagogy, creative teaching pedagogy

1. Introduction

Changes occurred in the first decade of the new century in both teaching and didactics. Today's pedagogy varies from tomorrow's pedagogy. Since the beginning of the century, curriculum reform has proceeded rapidly. If you look at what is most obvious, the Internetization of society and the deployment of emerging technology into learning, you can see the most. Most people these days learn at home, but it is also known as the "Digital," and "Generation Z". Transitioning from text learning through reading to learning through visual and interactive presentations is an important component of teacher training.

It is easier to connect with others in different ways, communicate in new ways, think in new ways, and be expressive in new ways through digital technologies. He says that technology - computers, smartphones, the Internet, and video games included - are reshaping the human brain, all at once.

The theoretical innovations in pedagogy and didactics will emerge when the practical shifts are recognised. It was replaced with the word "pedagogy," which is defined as "science of education." Das Neue Themaerchen of the 20. te Jahrhundertse Pädagogik-Subjektum wurde "Upbringing". Tagun et al argue that positive upbringing is a constructive force on culture. The role of schooling is to influence development specific personal characteristics. In modern times, the scope of pedagogy, the meaning of "education" has grown to cover all subjects, which makes pedagogy a more comprehensive study. [To improve and enhance,] Now self-focused and people-oriented strategies have been implemented.

Now the studies of post-Soviet education can be synthesised using the model of Silova, Yakavets: There are some aspects that countries agree on when they use the term "post-Socialist education reform", which is a series of policies which signify the acceptance of Western educational values and "and travel policies such as "along with these new initiatives include international standardisation of curricula, the transfer of funding, standard assessment and textbooks into private hands, and the free market domination of higher education. According to Romanenchuk, "development of education in the Westernization (to the transfer the Western model to Kazakhstan's soil) took place" One can agree with this assessment, but it is also necessary to consider the

powerful educational factors that is already under way, such as the revival of the Kazakh school system and the ethno-pedagogy of schooling. Akhmatbekova uses a different definition of modern education: education. It has only recently gained independence. independence from the Soviet Union and turned 25 years old on the eighth of October. In other words, in the early 21st century, the reforms of the Kazakhstani education system were driven by the desire to build a strong, autonomous educational system as a hallmark of the country's national identity. It is in a class of its own when it comes to educational reforms in the post-that part of the post-Soviet region.

Finally, in this chapter, we will discuss the topic of pedagogy, environmental strategy for teaching, as well as innovation and changes associated with the digital generation. If these reforms are made, the teaching methods will be rejuvenated.

The aim of the chapter is to put existing practises and interpretations in the context of new teaching methods and research findings.

Inventories are just place holders for things that might have value; objects of real significance are all about intangible, emotional and symbolic values, such as inspiration, tradition, and education.

The studies used works of Kazakh, Russian, and foreign academics on didactics, as well as UNESCO strategies for developing new instructional practises and texts, provided the initial reference materials.

In one way, you will see the section's insights; on the other, you will see the results of teachers using innovative teaching methods.

Changes in teaching are the focus of research in the 21st-century, and the development of innovative teaching methods have been studied extensively:

2. corresponds to instructional needs;

Therefore, the analytical and theoretical methods were employed, and modern pedagogy was developed using a universal theoretical framework The next question is, how much do teachers embrace innovation, how do they improve their skills, and raise their level of attitude? to answer this question, a questionnaire was constructed, and an observational survey was administered to individuals who had participated in the RNCI in their training. Rather than relying on interviews with experts, the organisation selected respondents by using random methods. The research was done in the month of May and June of 2016. The research was done in collaboration with Esena. The following were some of the issues asked during the survey:

Does the use of innovative teaching methods differ among teachers?

"Innovative teaching methods" appear to have the following advantages:

Innovative teaching methods are used for the purpose of gaining a new perspective and enhancing traditional methods of instruction.

Did ITM play a role in teaching the teachers how to do it? How did they better themselves (with state financial aid, on their own initiative, or through an improvement course for certification)?

Teachers describe the degree of traditional and innovative methods are roughly equal. Is there a strategic or systematic teaching methodology in place-an innovative culture?

the survey's findings can help in understanding: first, how dynamic are dynamic teaching and teaching innovations? More importantly, is the software upgrade process automatic? So are the conditions is the province of this environment maintained by the state? Is it possible for teachers to revise ITM independently, or do they work in concert with one another?

3. Literature review

(Tilak, 2021). Study of Education System in India and Role of Leading Educational Societies in Mumbai Region in Educational Administration has taken a brief review about the origin and the progress in the education system in India and also present situation of some of the leading education societies. Education plays a vital role in building the nation and Higher Education plays an important role in the overall development of any country. Education in India has a long tradition. There is a drastic change in today's way of learning and learning during Vedic days. However, the importance of education remains the same in both the scenarios. University Grant Commission established in 1956, has become a milestone in the Higher Education Field. In 1964, the Kothari Commission reviewed all the stages of education from Primary to PG. The main recommendation of the Kothari Commission was the standardization of the educational system in a 10+2+3 pattern all over India. The Commission also focused on women education. There were in all 23 recommendations in the report of Kothari Commission on various aspects. One of the important recommendations was the formation of a National policy on education which was formed by the Central Government in 1968. Kothari commission plays an important role in education for the rapid and all round development of education in India after independence. National policy on education was adopted by the Parliament in May 1986 which was accepted after a modification in 1992. It has salient features like essence and role of education, national system of education, education for equality, re-organisation of education at different stages, technical and management education, teaching / learning process, use of libraries, allocation of resources etc.

3.1. Traditional didactics

a work-in-progress needs an overall concept and research question

Traditional preaching consists of preachers who not only speak facts, but who also tell stories to show people that what they know is important in the Bible can be applicable to daily life.

Today's pedagogy has been reduced to being "the science of upbringing and training." There is much more to learn in the new century than what was known in the last. Komenskian didacticism has been considered a theory of learning since the 19th century. Soviet didactics involved "knowing how to work within the scientific system of knowledge and cognitive skills and improve it," as well as "the act of learning that leads to mastery of the system of that knowledge and results" Therefore, obtaining an education has two different ways of looking at the same result: to obtaining a diploma: certificate of higher education or a bachelor's degree.

Pedagogy should, for example, has an expansive definition: For example, in modern pedagogy by Bordovs and Rean, education is taken to mean teaching and learning, too. 1) due to the slow learning speed, and societal investment in training, (individual learning required for 16 millennia), and (2) traditional approach (process and result); (3) comprehensive; (the infrastructure of a well-laden traditional approach includes educational, organisational, and pedagogical bodies and systems).

A good theory of education looks at not just the way the relationship between the pupils and their teachers (the micro level of the pupil/teacher interaction) but also how these three sets of learners, teachers, their pupils, and their parents communicate with the education system, with the school, and society, as a whole. It is common knowledge that higher education has the greatest impact on the community in the lives of students and, thus, the lives of future citizens. Interpretative ideas are understood not only in the context of the teacher and the student but also in terms of society as a whole, including open inventions and human interactions with the natural world. So we simultaneously design subjects and social and communicative and life competencies.

Students will engage in meaningful activities, such as cleaning up the school grounds, that allow them to think about their role in caring for the environment.

3.2. Environmental approach to teaching

By the 1980s, the method of pedagogy was being presented from the viewpoint of the act of learning was formalised in textbooks of the USSR of the '70s and '80s. In both teaching and learning, there are several elements, such as aim and goals, processes, material, resources, and outcomes. When we are preparing the lesson, we include these essential elements. This theory is associated with Vygotsky, Davydov, Lerner, and Kalmyk's ideas of developmental learning.

The environmentally friendly method of learning has been widely employed since the 21st century. In Manu'l the functional environment is described as something in which one's personality is developed and one's way of life is interposed.

Those mirror neurons, found in the late '90s by the Italian researcher Rizzolatti, revolutionised brain science in the twentieth century." The mirror neurons in the human brain are activated when performing an action, and when someone else is performing it. Such neurons have been found in rodents, have been found in humans, and are most likely present in birds. neurons involved in imitating, empathising, and language learning

Human behaviour is not very susceptible to influence, claims Albert Bandura, according to his social learning theory. In the past, prior to Albert Bandura's theories, it was thought that abilities and character traits develop throughout a person's life We're accustomed to assume that, thus, some continuity exists in action. Alfonso Pinilla is unconvinced that human nature is inconsistent It is true that; however, it is up to the circumstances. Human behaviour is more influenced by the current state of affairs and dictated by personality characteristics than by various stages of development. the theory of cognitive processes by A. Bandura allows one to infer that schooling is metaphorical, discrete, occasional, and can be performed gradually.

Knowledge and energy are fundamental in the environmental approaches to success. Dynamics are occurring between the instructor and the student during the lesson. we believe that the synergetic approach is evident in this method according to Mukhanova, "love" has no meaning, for example, is described as the energy exchanged between a mother and her child. It is possible to create a special spiritual environment by creative thinking and cheerful attitudes in a study or a profession. It is fascinating to see that in the Academy of Plato one has the opportunity to study history for a change. Platonic love is derived from spiritual rapport between instructor and student. Thus, in didactics, it is more advantageous to use evolving, motivationally and creatively advancing approaches and education technologies. The teacher is here to help allow the growth of the child's imagination. Courses using an art pedagogical or artistic approach are strongly recommended.

Also, facts and positivity can permeate the atmosphere. When a teacher is important to the student, his personality is equally relevant.

Since connecting science and society with each other, a new discipline of pedagogy has emerged: social science pedagogy. It involves other aspects of socialisation techniques, such as imprinting, imitation, and naming. Thanks to the advancement in psychology, the philosophy of raising offspring, schooling methods, and life

skills concepts, we are now able to deal with and teach better coping mechanisms, coping behaviours, and lifestyle advice.

3.3. Digital generation

Numerous alterations and updates can be seen in the current educational system with regard to informatics and digital learning. Futurists and moderns refer to a new students who focus on their world in the way scientists, sociologists, and time travellers would. This is generation Y, generation Y (the theory of generations coined by Neil Hove and L. Strauss).

Let us take into consideration those researchers who reveal how modern changes and novel approaches to didactics come in while considering the results of these international studies. The research of scientists Tapscott, Oblinger, Brdič, and colleagues have discovered that while critical thinking and long-type verbal ability are important in education, short-type spatial ability can have a greater impact on how people see their own issues and contribute to change in society than on answering science questions (Table 1).

Twentieth century generation	New generation
- Books → reading	- Display—visual perception
- Current step, gradual movement	- Nonlinearity
- Single tasking	- Multitasking
- Linear approach	- Hyper media
- Perception through reading	- Iconic perception
- Independence	- Connection
- Ambiguity	- Cooperation
- Passive school, as requirement	- School as game
- Discussion	- Warning
- Reality	- Fantasies
- External technology	- Internal technology
- Fact awareness	- Know how to find something necessary

Table 1.

Generation development.

Hietajärvi et al. echoes it and so articulates changes in the new generation, called the “social-digital generation” (Table 2).

Socio-digital participation	School practices
- Flexible use of digital media	- Traditional media, e-mail
- Multitasking	- Linearity and sequence
- Intellectual ICT tools	- Pure mental performance
- Internet searches	- Limited textbook content
- Socio-digital networking	- Off line working, F2F
- Working on screen	- Paper and pencil
- Making and sharing in groups	- Individual performance
- Extended networks	- Closed classroom community
- Knowledge creation	- Knowledge acquisition

Table 2.

Differences between the modern practice of teaching at school and the new “social-digital generation”.

Pay attention to all the variations. But let us note that “The learning environment is changing in ways outside of the classroom” At present, we have committed to using Internet videos during explanations, and groupwork, while reserving the right to let students use mobile phones and phones during their own solution creation and during assignments.

The authors refer to modern participation and add that these practises are “socially connected systems of technology, the Internet that offers constant and constant online interaction with information, and novel objects” Soldat and Zotova state that changes occur in the memory, attention, attention and thinking have different patterns in the generation of digital kids. We believe that having almost all knowledge available at any age has a bearing on our cognitive processes, such as the development of memory. To begin with, the content of the network is not being remembered, but the methods used to locate it are what is essential. Ten or fifteen years ago, our attention spans are around the same. This newly recognised phenomenon is called "clip thought." the blog is not composed of "fragments of visual images" data but of "text-based connections".

teachers have staunchly opposing views on the changes; ranging from holding onto the status quo (which means maintaining the state of the educational system from the last century) to a full revamp Our standpoint is focused on ambiance, the “tradition–novation” cultural change is needed, and research into visual culture is essential. As digital technologies alter our lives, our communications, attitudes, mindsets, behaviours, and actions, they have a direct effect on how we interact with others, on how we think, and how we act.

Students and schoolchildren have more limited memory, so the more effective methods of information fixation and skill acquisition are needed. School educators know that challenging a pupil's ability to think is a challenge. You can glean a lot of information by investigating the “superficial” and “primary” and “superficial” Memorization without comprehension is known as shallow learning, and thorough research is considered deep understanding. Passive learning is replication of information, teacher-controlled teaching, shallow introspection, regulated response, and the act of consuming information. Strategic-driven pedagogy, learner, self-regulated learning, related ideas, goal-centered views, creative pedagogy, agency learning

Troubles raised new challenges for the teacher, who would now need to attend to personal concerns, not just for the good of the profession, but for his personal needs as well. Teachers must stay current with current developments in technology to remain efficient. The implementation of e-learning needs to expand to include cognitive psychology studies. It is imperative that teachers receive creative and practical training on using ICT and digital tools as it is the foundation for developing and providing resources for digital literacy.

One way to create a course will be to do this is to discuss “behaviourism,” in relation to “cognitivism,” and then describe how “constructivism” and “connectivism” are part of “learning”. In the year 2011, Brdič made the production of didactic base systems systematic (Table 3)

	Behaviorism	Cognitivism	Constructivism	Connectivism
Knowledge source	Experience	Mind and experience	Reason	Connection
Principle	Black box—external behavior reflection	Knowledge in the brain	Activity, individualization	Knowledge as collective product
Motivation	Positive/negative support	Signs, diploma	Own interest	Interest supported by community
Process	Revision sensitive experience	Knowledge interpretation	Knowledge structuring	Active net cooperation
Direction reps	Skinner, Thorndike, Pavlov, Watson	Vygotsky, Bruner, Gagne, Ausubel	Bandura, Piaget, Bruner, Dewey, Papert	Siemens, Downes

Table 3.

Connectivism as a new didactic basis in the foreign theory of education

It's Additionally, it was well-known that the behaviourist theory was first introduced in the 1920s. For several years, it has been used in education. the 18th and 19th century educations were based on a systematic approach that assumed the role of child-raising and required educating the young to model behaviour (although the theory of behaviourism has not existed yet). Formation of the cognition process was begun in Soviet education in the 1930s The Soviet education system was mostly based on the theories of cultural constructionism and methodological materialism. Often known as the constructivism, the idea was postulated in the latter half of the twentieth century. There are two aspects of social reality: subjective and objective. There are also descriptive and value terms as well as hard and soft definitions. Each individual creates his own social reality. Most significant, perhaps, is the power of language in determining social truth. The one who talks about something will eventually know it; through language and learning, he will come to understand something. Socio-psychological construction is derived processes are known to be intertwined.

The phrase can be equated with students' ability to acquire knowledge of social behaviour in society, students' socialisation in society, and students' development of self-building abilities in each other. In the course of the strategy, the process would also includes a capacity for communication and the capacity to generate information. An institution of education at the use of creative and stimulating teaching methods is brought to fruition (brainstorming, case study, group teaching methods, etc.). Even in theory, the series of theories does not disprove the previous one, but supports it and builds on it. The theories are further revised and updated by integrating the preceding ideas. The new methodological approach —plus and teachings—is demonstrated by the modern theory of the addition and improvement of science. At college, these are applied in the planning of our teaching. Look for ways that the theories of social construction and environmentalism track together.

Although developing the communication network services opened new possibilities for education, a new path was also provided by Siemens and Downes with regard to their theory When you connect with your community, you get knowledge. Under normal circumstances, gathering such information can be expected of people who can, on the one hand, objectively assess, select, and on the other hand build awareness can be an indication of someone who is already aware of it. Essentially, that is to say, it is grounded in some reality. As well, secondary school students often show an understanding of expertise and skills on their own terms: by collaborating. Having said that, in our view, this theory would eventually gain popularity among the less-educated segments of society (even initial ones). Junior high school students and teens have acquired the ability to network and their knowledge of the technology is much greater than teachers of the same generation.

From its Soviet legacy, the material perspective, Kazakhstan maintained doctrines of epoptism, encyclopaedism, and carbonism, amongst others. Einstein is considered to be the father of didactics. Teachers generally view the change in views between behaviourism and constructionism as a transformation in the science of education. It is necessary to use creative teaching methods to advance constructivism to this stage. It is clear that significant alterations in fact demand a departure from objective knowledge.

Training has moved from the interpretation of information and skills to competencies. As long as learning occurs in a sequential fashion, however, competencies evolve in an intricate way. Creative talents emerge in one class or workshop session, so we can discuss “strategies of learning” for a period of time. The instruction strategy incorporates approaches, as well as the goal of growth. Coaching techniques are designed to produce competent individuals. Active, creative, project-based, and playful teaching approaches can help realise concepts of constructivism and connect learners to content.

Creating on the job involves continuously searching for new ideas and alternative approaches to making a product better by exposing oneself to a broad range of fresh experiences, and a development opportunity to explore one's potential is not just being placed at the forefront, but actually provided to the workforce to the extent that one is willing to accept and confront both, encouraging them to see how they can leverage it and interested in trying.

3.4. Innovation in training

Volov says “the number of students per knowledge holder was around ten in the Middle Ages; But with the use of Ya. Comensky's modern pedagogical technologies, it grows to about hundreds of thousands (100,000 to 1)” which strikes the reader as ironic given his statements about nonviolence and vegetarianism. Education improvement demands a theoretical approach known as “pedagogical innovation.” It's essential to teacher growth, plus it allows you to create, put into place, and spread innovations in instruction. Several of its provisions are favourable to our business.

The process of invention has the character of novelty, the nature, processes, and innovations that are applicable to new products and services. The Latin “novus” gives us “novativeus” as an alternative translation for the idea of something new, e.g.g. for the word.g. According to Tauba and Lakova, “a complex process of teaching and developing new material” are to be used in the early and late stages of their instructional design.

We have two forms of new: “new” is used in the sense of an item having been invented for the first time; “supplemented” is defined as a combination of existing ideas and newly added. Our third learning typology, inventions, processes, and strategies, consists of three types of innovations: We would like to see: changed to an application, e.g., the RK credit training was implemented.

It is features of progressive training: (1) the present work puts emphasis on improving productivity; (2) openness to the future; (3) focus on the individual (4)in particular (5) partnerships; specifically, constant cooperation, mutually-derived resources, and non-applicable creativity; productivity is always essential.

Derizhan notes that all pedagogy techniques unite to that definition.

the play-at-a-home field work role—the teacher also teaches the children while being one of them

If we're going to use innovation to advance teaching and learning, we must move away from a 'educational' based system to a personal methodology. It is often referred to as “student-centered learning” in the west. Secondly, it fuses together various material, creative, structural, and semiotic, social, and technical approaches to information-shaping. Third, the innovation process can be defined in terms of laws and principles on the teacher's practises. Your teaching methods will represent your approach as you become more creative.

In short, teaching techniques push the training system as far as possible. In the world of learning, there is a reciprocal relationship between reproductive methods and novel approaches: the best of teaching is used reproductive methods, while the better methods generally make better teachers.

for over two decades, we have compiled nearly 300 groundbreaking teaching approaches and strategies and techniques Exley +3 additionally has subdivided it into three categories: traditional (e.g., theory or speculating), nonimitative (nongaming or discussions), and imitative (n. for example, e.g., e.g., training or blitz games, for instance). A didactic approach to how algorithms are applied and the best examples of student satisfaction is included in the book Planning activities includes brainstorming, role-playing, such as “puzzles,” “historic picture,” “fish bone,” “college and age,” lessons, Fish Stool historical item, Ability, Skill Drink Bowl, and different things called Historic Image Dominoes are first considered.

The historical image of the “Procession of the Princes” was an inspiration for the method “Princes in Agony.” The model of the late 13th century roughly portrays 35 Margraves and early 14th-century Kings of Saxony, all of whom lived between the 12th and 15th centuries. Students are encouraged to explore the history of this panel, and they may provide “epistembell” with brief speculative roles of people in the scientific school of behaviourism, such as “Reference Behaviorism.” Since he does not need to be particularly creative, the student can use biographical copies of pictures, glue, paper, or markers to complete his assignments. There are three different options: By the group, as a one-person production, or in a class environment (with a given homework to study the theory of behaviorism). Finally, here's what we learned: As we saw in this presentation, there's

nothing new under the sun. Students are not only taught the sources, but are also educated in the ways to generalise, particularly and depict their findings, especially with regards to visualisation. teaching. UNESCO released a strategy for the new century in 2010 advocating a variety of approaches to learning: experiential, hands-based, principles, inquiry, self-directed, quantitative, and service learning. While creative teaching methods are used today, it is imperative that teachers make this a standard part of their overall curriculum. A greater range of teaching and methodologies increases learning, encourages unusual techniques, and employs a great deal of mental activity, particularly while dealing with nonstandard issues, sustains both routine and challenging activities, while also implementing new technology. There must be continuous improvement in didactic skills, both in the selection and in the presentation of methods and technologies, in order to enhance teaching. it can be seen in how pedagogy's non-traditional methodologies are phased in to the books' treatment of pedagogy (comparative Table 4).

Criteria analysis	Textbook 1 (1950-1960s)	Textbook 2 (1980s)	Textbook 3 (1990s)	Textbook 4 (modern twenty-first century)
Textbook	“Pedagogy” [31]	«Pedagogy» [4]	«Pedagogy» [11]	«Pedagogy» [32]
Content of “Didactics” section	Fundamentals and principles of teaching Education content Methods of teaching Teaching at school	Subject, main categories and didactic tasks Learning process, its methodological and theoretical basis Education content Methods of teaching Forms of education	Essence of teaching process Didactic systems and models of teaching Teaching aims Classification of teaching regularity Content of teaching process. Using computer in education process	Essence of teaching process Regularities, laws and principles of teaching Education content Methods and means of teaching Forms of teaching Diagnostics and control in teaching Innovative pedagogic technologies of teaching

Table 4.

Comparative table of the section “didactics” of textbooks on “pedagogy” for pedagogical universities. Many of these books had been used in the former Soviet Union and post-bloc countries to train their students, according to a book review by Wired Magazine used as models for class material analysis in textbooks on pedagogy from the twentieth and the twenty-first centuries (textbooks representing the decade). “Didactics” denotes how stable the subjects are in the context of “process of learning,” “education,” and “forms of education.” are. there is the function “Creative Solutions in the 21st Century” Modern students, therefore, use the most up-to-date teaching strategies and methodologies. According to the Constitution of Kazakhstan, preparation must be conducted for those who have completed at least fifth grade education for teachers [33]. Currently, in the majority of Kazakhstan schools, new teaching techniques are being sought. Next, we analyse the responses from teachers on their experiences with teaching approaches that show a high level of creativity.

4. Results and discussion

4.1. Survey of teachers on the use of innovative teaching methods

A literature review, with a compellingly stated hypothesis that included clear results and sound analysis should conclude with discussion of the conclusions and their implications for the literature. in 2015 showed that 85% of teachers polled used creative approaches in the classroom, as opposed to using traditional methods. Many experts look at the use of new ideas in training to increase productivity Isayev estimates that just fourteen percent of teachers are enthusiastic about creativity, they do the initiating and promotion. Around 23% of the participants feel strongly toward advances in teaching pedagogy although 18% of teachers are frustrated, while 26% of them exhibit a more passive approach to creativity T.To rate schools on their propensity to encourage creativity, leaders from 1 to 3 percent, non-participants 50 to 60%, followers from 30%, and negativists at 10% to actively introduce new teaching methods in Kazakhstan Innovative methods of ITM implementation, let us survey those who work in education. During the joint survey in which 66 teachers participated, only three responses were given a "priority," meaning that more than one teacher was permitted to give their input in each question. Do they actually use ITM? Roughly ninety-two percent of teachers admit that they use new or interesting teaching techniques. According to us, this is a huge. While it is also possible that because teachers came from different places, they were primarily motivated to upgrade methods, as well as Kazakhstan, and that these were brought with the intention of improving their qualifications, the methods may also serve as an attempt to learn

ITM It is also common in the Kazakh education system, as well as in the local computing community, because the ITM promotion is conducted on a nationwide level. Thus, we can infer that this conclusion is partially the product of numerous barriers to innovation such as the presence of the teaching profession in Shamova (2001). There are both benefits and drawbacks to consider in the ITM definition. Teachers recognise the effectiveness of methods for students' cognition: students' eagerness and knowledge acquisition (54.03 percent), students' feasibility in achieving their goals (36.03 percent), or only students' needs (33.33 percent). (15.15 percent). Danger areas identified by teachers: shortened duration of instruction, supplies and preparation, and educational materials/ (48, 42), handouts ...(rearousing pupils) (36.36 percent). Also, notice that in the public schools, classes contain 25–33 pupils and teachers don't have aides.

These examples show how the educators perceive the ways ITM is currently applied.

To look out for risk, heed the advice of the old saying: "Watch out for falling rockers." The aim of any ITM application is to satisfy the specific individual. According to the instructors, the primary aim of the ITM application is to enhance student engagement, or promote student imagination, while increasing interest by 4.42% and student participation by 3.7% respectively (Figure 1). as a result of the IDTA, the students become engaged, competent, communicative, and creative The teachers have identified a practise strategy of constantly using new methods of teaching that those under study, based on evaluation (78.79 percent), interpersonal (69.7 percent), and academic growth (66.67 percent), respectively (15.15 percent).

Why, for what purpose do teachers use innovative teaching methods?
Please, to select 3 priority answers

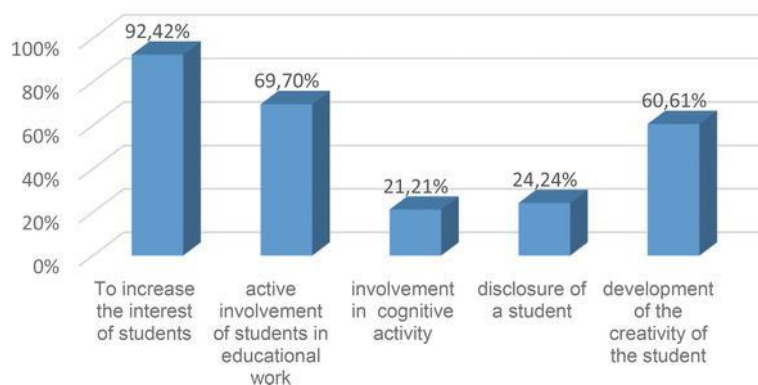


Figure 1.

Teachers use innovation for the sake of breaking through obstacles that hinder learning.

as IMT teachers are being trained used by progressive educational authorities of the past two decades to help their students become self-motivated learners (81.82 percent). Via improvement programmes and institutions, students could gain better methodical skill with the scientific method (78.79 percent) (54.55 percent). In addition, a significant amount of money is invested in teachers (41.3 percent of GDP) that benefits them, they are participating in their own learning (30.3 percent). These outcomes imply that the state is actively working to improve methods of teaching." Although 30-45% of the teachers in this sample exhibit both analytical and creative expertise, the presence of such a significant percentage of individually inventive teachers also reveals that they are in the process of developing skills. According to the latest research, 46% of the findings are in line with and the data from Isaev and Shamova (who say)

integrating both conventional and novel strategies Education reformers rejected conventional teaching techniques in favour of 'new' teaching practises, while the school board and administration went for the newer 'nontraditional' (Figure 2).

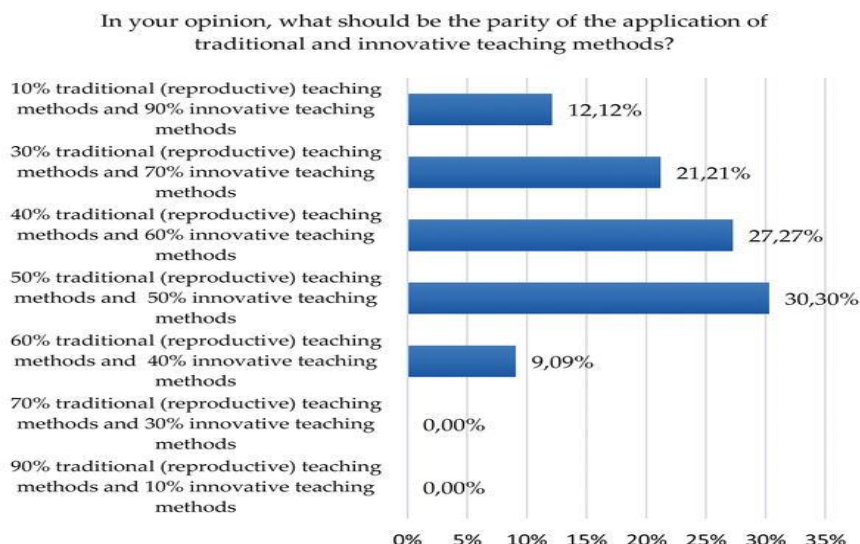


Figure 2.
Determining traditional and non-conventional instruction.

I am delighted to see that the increased use of novel teaching approaches by 90.91% of teachers is demonstrated. Coupled with extensive teacher training, this is a by-product of bettering the standards of Kazakh education. When asked, how long did you intend to stay in the job, did you have a well-thought-out plan, a detailed strategy, for staying on the cutting edge? A total of 45% agreed, while the rest replied part or disputed (Figure 3). ITM involves both self-directed preparation and enrollment in graduate-level courses, where you participate in design workshops and learn new software and literature by yourself.

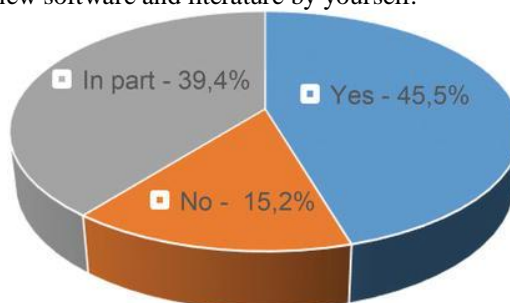


Figure 3.
Teacher's answer.

it is the motive and desire to maintain the spirit of creativity while developing modern pedagogical techniques, competencies, skills, and values that should constitute the modern teacher's purpose. The requirement of being multi-faceted represents the reflexive skill of teachers.

5. Conclusion

At this point, having listened to them both, I'd have to conclude that Ms. Obama has a great capacity for lying. In the sphere of didactics, the post-artic countries of the former Soviet Union have diverged substantially from the pre-art to become post-artic. The first follows a transition to a new belief system and the acquisition of political and economic freedom. Also relates to education world trends is the advancement of competence, the implementation of information technology, internet-based instruction, and globalising it.

But on the other hand, it is in the hands of the teacher to choose the contents, modes, processes, and technological approaches for their school reforms. but on the other hand, the state and community publicly declare teachers' creative thinking and intellectual contributions.

These two concepts of modern pedagogy are at odds with the subjectivity of consciousness and job performance. To say it another way, innovation or nonuse can only be applied by a teacher if he or she has an aptitude for it, which is to say if he or she has an innate aptitude and superior teaching skills. Teachers must develop methodological competence. teachers' and students' job is to assist in the growth of creativity. One of the primary tasks of the instructor is to serve as a living example to the student; then the student can keep up with the new methods.

Reference:

1. Hietajärvi L, Tuominen-Soini H, Hakkarainen K, Salmela-Aro K, Lonka K. Is student motivation related to socio-digital participation? A person-oriented approach. *Procedia Social and Behavioral Sciences*. 2015;171:1156-1112. DOI: 10.1016/j.sbspro.2015.01.226

A Study On Didactics Of 2021- Fiercely Creative Teaching

2. Tilak, P., Raut, V., & Kandalgaonkar, S. (2021). Study of Education System in India and Role of Leading Educational Societies in Mumbai Region in Educational Administration.
3. Howe N, Strauss W. Millennials Rising: The Next Great Generation. USA: Vintage Books, Random House; 2009
4. Myamesheva G. The virtue in the modern smart world. Bulletin KazNU. «Pedagogical Science» Series. 2015;44(1):152-156
5. Babansky YK. Pedagogy: Textbook for Students of Pedagogic Universities. Moscow: Prosveshnye; 1983. 608 pp
6. Tagunova IA, Selivanova NL, Valeeva RA. The category of upbringing in Russian and western studies. Mathematics Education. 2016;11(1):3-9. DOI: 10.12973/iser.2016.2101a
7. Silova I. Globalization on the Margins: Education and Postsocialist Transformations in Central Asia. Charlotte, NC: Information Age Publishing (IAP), Inc.; 2011
8. Silova I, Steiner-Khamsi G. How NGOs react: Globalization and education reform in the Caucasus, Central Asia and Mongolia. Kumarian Press; 2008. DOI: 10.1111/j.1467-873X.2008.00426.x
9. Yakavets N. The recent history of educational reform in Kazakhstan. In: In Report: Internationalisation and Reform of Secondary Schooling in Kazakhstan. Nazarbayev University, University of Pennsylvania: University of Cambridge; 2012. pp. 29-58
10. Romanenchuk KV. Reforming of Russian-Language General Education Institutions in the Education System of Kazakhstan in 1991-2004 [Dissertation's Thesis]. Saint Petersburg: Herzen Russian State Pedagogical University; 2006
11. Akhmetova GK. System of Professional Development of Pedagogical Staff in the Republic of Kazakhstan: Update Strategy. Almaty: Publishing House Kazakh University; 2016. 212 pp
12. Podlasy IP. Pedagogy: Textbook for Students of Pedagogic Universities. Moscow: Vados; 1996. 432 pp
13. Bordovskaya N, Rean A. Pedagogy: Textbook for Students of Pedagogic Universities. Saint Petersburg: Publishing House Piter; 2000
14. Slastenin VA, Isaev IF, Shiyonov EN. Pedagogy. Textbook. Moscow: Publishing House Academy; 2003
15. Sitarov VA. Didaktika: Textbook. Moscow: Publishing House Academy; 2008
16. Manuilov YS. Conceptual basis of environmental approach in education. Bulletin of the Kostroma State University. Series of Humanitarian Sciences. 2008;14(4):21-27
17. Rizolatti G. The Mirror-Neuron System and Imitation. Perspectives on Imitation: From Mirror Neurons to Memes. Cambridge, MA: MIT Press; 2004
18. Pedagogy of the Twenty-First Century: Innovative Teaching Methods
19. <http://dx.doi.org/10.5772/intechopen.72341>
20. Hegenan B, Olson M. The Theory of Learning. Saint Petersburg: Publishing House Piter; 2004
21. Mukazhanova RA, Omarova GA. Self-Cognition Teaching Methods for Schools: Teacher's Guide. Almaty: Bobek NSPWC; 2013. 176 pp
22. Brdička B. New Information Technologies of Education [Internet]. 2012. Available from: <http://www.slideshare.net/bobr/> [Accessed: 2012-06-30]
23. Soldatova G, Zotova E, Lebesheva M, Shlyapnikov V. Digital Literacy and Internet Safety. Methodological Textbook for Specialists of General Education. Moscow: Google; 2015. 311 pp
24. Mynbayeva A, Anarbek N. Informatization of education in Kazakhstan: New challenges and further development of scientific schools. International Review of Management and Marketing. 2016;6(S3):259-264
25. Siemens G. Connectivism: Learning theory or pastime for the self-amused? [Internet]. 2006. Available from:
26. http://www.elearnspace.org/Articles/connectivism_self-amused.htm [Accessed: 2012-06-30]
27. Kupsevich Ch. Fundamentals of General Didactics. Moscow: Vysshaya shkola; 1986
28. Volov VT. Innovative principles of education system. Pedagogy. 2007;7:108-114
29. Taubayeva ShT, Laktionova SN. Pedagogical Innovation as a Theory and Practice of Innovations in the Education System. Almaty: Gylym; 2001. 296 pp
30. Mynbayeva AK, Sadvakasova ZM. Innovative Methods of Teaching, or how to Teach to Attract Students: Text Book. Almaty: DOIVA; 2007. 341 pp
31. Derijan I, Valchev G. Spiritual and moral development of the child in Bulgaria—Traditions and modern projection. In: Yearbook of Burgas Free University. Burgas: BRU; 2012. p. 165
32. Mynbayeva AK, Sadvakasova ZM. The Art of Teaching: Concepts and Innovative Methods of Teaching. Almaty: Publishing House Kazakh University; 2012. 226 pp
33. Kukushkina VS, editor. Pedagogical Technologies. Rostov-on-Don: Publishing House Mart; 2002. p. 98

34. Teaching and Learning for a Sustainable Future [Internet]. UNESCO; 2010. Available from: http://www.unesco.org/education/tlsf/mods/theme_d.html [Accessed: 2016-02-12]
35. Kairov IA. Pedagogy. Textbook. UchPedGiz: Moscow; 1956
36. Krivshenko LP, Vinedorf-Sysoeva ME. Pedagogy. Textbook. Moscow: Prospekt; 2004
37. Law of the Republic of Kazakhstan “On Education” [Internet]. 2007. Available from: http://nkaoko.kz/documents/law_of_education/ [Accessed: 2015-07-07]
38. Isayev I. Professional-Pedagogical Culture of the Teacher. Moscow: Academia; 2002
39. Tilak, P., Raut, V., & Kandalgaonkar, S. (2021). Study of Education System in India and Role of Leading Educational Societies in Mumbai Region in Educational Administration.
40. Anisimov VV, Grokholskaya OG, Nikandrov ND. General Principles of Pedagogy. Moscow: Publishing House “Prosveshchenie”; 2006