

Development of Professional Competence of Future Primary School Teachers on the Basis of a Creative Approach - As a Social Pedagogical Problem

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ABSTRACT

The article states that special attention should be paid to creativity, creativity, unusual thinking, solving problematic issues in the organization of pedagogical creative activity, analyzing problematic situations, as well as creating products of creativity of pedagogical character.

KEYWORDS: *creativity, creative thinking, criteria, initiative, creative activity, questionability, possession of creative abilities.*

Introduction

"Further improvement of the system of continuing education, increasing the capacity of quality educational services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market" [1], improving the professional and social training of future professionals. The unit is being studied as one of the most important and urgent tasks today to establish close cooperation with the world's leading scientific and practical institutions.

According to the Law of the Republic of Uzbekistan "On Education", "Persons with professional training and high moral qualities have the right to engage in pedagogical activities" and This is evidenced by the fact that the growing demand is expanding and becoming more complex.

In particular, President Sh. Due to the direct care of M. Mirziyoyev, the priority of the national science in the field of education in all areas, the network of pedagogical disciplines, ie the system of disciplines involved in education, is expanding. Every teacher and educator is required to develop, enrich, deepen and strengthen pedagogical knowledge, and the teacher must be talented, capable and skilled in solving pedagogical tasks and their solution.

Main part.

Global changes in our society, the daily development of science and technology, information and communication technologies, require educators to work hard, be creative, to approach the younger generation with high skill.

Imagine a teacher who manages the learning process with great skill, who organizes it in a unique and interesting way with enthusiasm and enthusiasm.

If he does not have the qualities of creativity, then how can he encourage future teachers to think creatively. The only conclusion to be drawn is that as long as the teacher is creative, so can future educators. The teacher should not be creative or not creative, but should organize lessons in the spirit of creativity, try to try new ideas in the teaching process.

The results of the analysis of the activities of primary school teachers in higher education institutions show that the current future teacher has a deep knowledge of the subject and meets the requirements

of the modern market on the basis of rapidly evolving educational trends. training of competitive specialists requires the formation of their necessary creative competencies, the ability to consistently apply the competencies in their future professional activities.

Creative competence does not mean the acquisition of specific knowledge and skills by professionals, but the acquisition of integrative knowledge and actions in each independent area [2].

From a psychological point of view, "competence is the ability of a specialist to behave in unusual situations, to communicate in unexpected situations, to engage in new ways of interacting with competitors, to perform ambiguous tasks, to use conflicting information, to develop consistently. and having a plan of action in complex processes. "

Professional competence is the acquisition by a specialist of the knowledge, skills and competencies required for professional activity and their application in practice at a high level.

In addition, the competence is to constantly enrich the knowledge of the specialty, to learn new information, to understand important social requirements, to be able to search for new information, process it and apply it in their work, to be creative creator of their specialty. requires.

According to Patti Drapeau's lessons, the teacher moves in the following 4 directions according to the "creative road map", and the actions in them are the signs of teachers' creativity:

- 1) Demonstrate creative thinking skills;
- 2) be able to use strategies that encourage future educators to take an interest in the subject;
- 3) innovative approach and creative approach to finding solutions to pedagogical problems;
- 4) expected result.

The creative potential of the educator is reflected as its common feature. It is the first condition and result of creative activity. This quality refers to an individual's ability and willingness to express himself. In addition, on the basis of creative potential, the individual abilities, natural and social potential of each specialist are reflected as a whole.

Creative potential is closely linked to creativity focused on the learning process. The creative potential of the educator, in contrast to traditional thinking, is manifested in:

- speed and flexibility of thinking;
- ability to create new ideas;
- not thinking in the same way;
- originality; - initiative;
- tolerance of uncertainty;
- Be smart

In order to be creative, educators need to focus on:

- creative approach to professional activity;
- be active in creating new ideas;
- independent study of advanced pedagogical achievements and experiences;
- Exchange of views with colleagues on pedagogical achievements.

Other research emphasizes the leadership of creativity in innovation.

V. Artem's research makes it clear that creativity is not judged by the object it is made of. According to him, "Creativity is a combination of knowledge, activity and desire" [3,200].

According to D.B. Elkonin, "The effectiveness of education depends on the quantity and quality of knowledge acquired in the teaching process; developmental effectiveness is determined by the rate at which students develop their abilities" [3,210].

Analyzing and summarizing the research of European scientists on the concept of creativity, R. Khamenei writes: news (Lassuel) is the activity of the mind that causes new objections" [3,199].

Most researchers focus on personality traits and characteristics when defining creativity.

According to J. Gilfod, creativity and creative opportunity are manifested as a combination of abilities and factors influencing creative thinking. [4]

E. Torrens considers creativity as a problem of insufficient knowledge in finding solutions, identification in the face of difficulties and the formation of assumptions, the process of finding solutions. [5]

Every educator's ability to develop and express themselves is directly related to his or her creative ability. Typically, the professional competence of educators is ensured through the pursuit of pedagogical problems, the implementation of research or research projects, and the achievement of creative collaboration.

Self-improvement and self-improvement are important for professional (including pedagogical) competence. Self-improvement tasks are defined through self-analysis and self-assessment.

An educator cannot be creative on his or her own. His creative ability is formed over a period of time through consistent study and self-improvement, and he gradually develops and develops. As in any other profession, the foundation is laid during the student years for the professional competence of future educators, and it is constantly developed in the organization of professional activity.

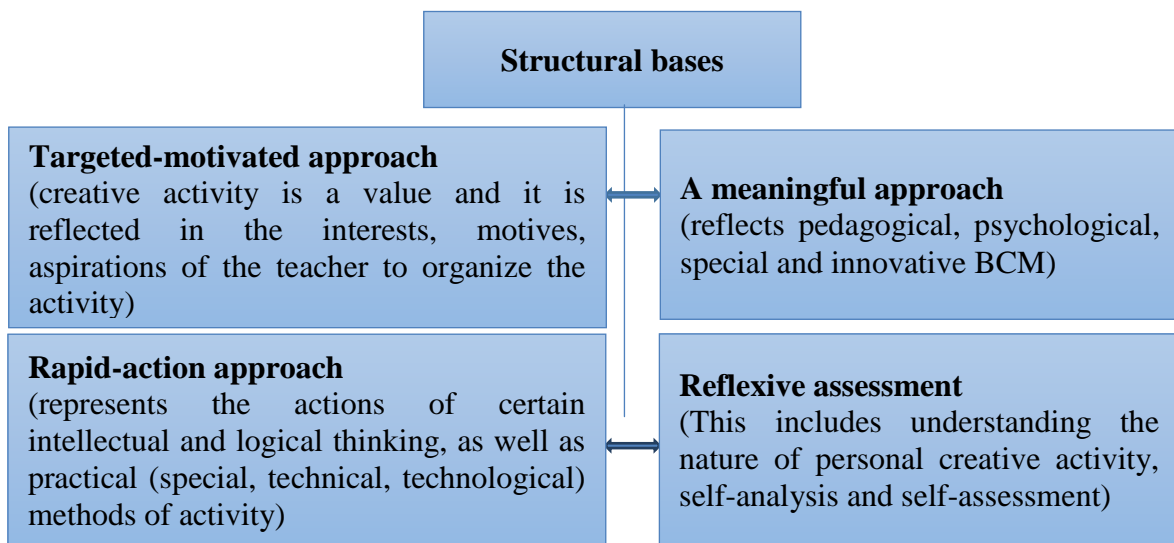
It is important that the educator is self-directed and able to organize this activity effectively. In the organization of creative activity, the educator should pay special attention to solving problems, analyzing problem situations, as well as creating creative products of a pedagogical nature.

Self-improvement is the organization of purposeful, consistent, systematic actions by an individual or a professional to develop themselves socially and professionally.

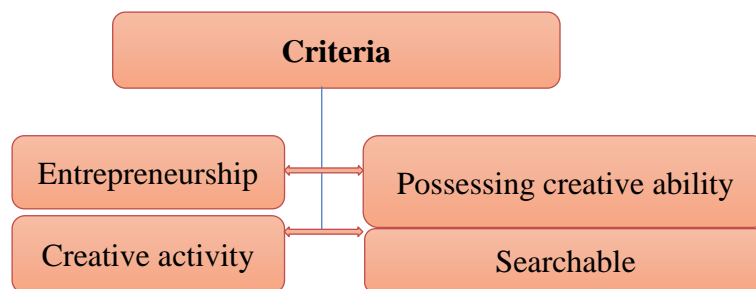
The following practical actions of the educator reflect his / her work as a specialist:

- Improving the pedagogical process on the basis of a clear goal, aspiration;
- increase the efficiency of the pedagogical process, its activity;
- acquisition of constantly updated pedagogical knowledge;
- knowledge of advanced technologies, methods and tools;
- effective implementation of the latest scientific and technical innovations in its activities;
- improving professional skills and competencies;
- Search for measures to prevent and eliminate negative pedagogical conflicts.

When solving problems and situations, the educator's creative approach to finding a solution to the problem helps to develop in him the emotional and volitional qualities. By posing problems, the educator is confronted with evidence that contradicts his or her existing knowledge and life experiences. As a result, there is a need for self-study and independent study. The structural bases of the creative potential of the teacher are:



In assessing the effectiveness of professional activity, it is important to assess the level of creativity of the teacher. The criteria for determining the level of creative potential of the teacher are as follows:



In psychology today, a person's creativity is defined by two aspects of his activity. It uses tests that illuminate two aspects of the activity. They are as follows (Figure 3):

Tests that determine a person's life experience and personal qualities

Tests to determine creative thinking and its results (speed, efficiency, productivity, etc.).

Conclusion.

Before developing students' creative thinking skills, it is important to create a comfortable environment in the classroom. Students studying in a creative environment gradually develop an interest in performing creative tasks, as well as a tendency to think creatively as a result of observing a teacher with creative thinking.

Students with creative thinking:

- expresses ideas that other students can't think of;
- chooses a unique way of expressing themselves;
- sometimes asks irrelevant or unusual questions;
- enjoys tasks that remain open;
- prefers to discuss ideas on the basis of concrete facts;
- chooses an unconventional approach to solving the problem.

Thus, the need to withstand strong competition in the labor market in the context of market relations ensures that each specialist has a high level of professional competence, skills, abilities and talents, as well as creative qualities.

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