

A System for Improving the Competence of Future Primary Class Teachers by Developing Divergent Thinking

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Abstract: In this article, I present opinions about the system of improving the teacher's qualifications through the development of divergent thinking in the conditions of modern education, the young generation's deep acquisition of knowledge and skills necessary for the development of society.

Keywords: divergent, diagnostic, prognostic, creativity, intellectual, concept, identification, attention, perception, process of associations, thinking, association.

Among the skills that teachers should have, the following are distinguished: diagnostic and prognostic, organizational and regulatory, control and correction. These skills were necessary for the functional competence of the pedagogue. The teacher went on the path of mastering one or another standard. The principle that the content of this norm should have a strict scientific character (that is, be limited to a certain part of pedagogical activity) and be accepted and confirmed by wide pedagogical practice" was announced.

And it was natural because. education in general, from school to post-graduate training, was more likely to strictly follow the instructions of the governing bodies responsible for education. This is confirmed by qualification characteristics, curricula and plans, ideological relations and other methods. "Teach the basics, what's right and what's wrong, what you should know and what you shouldn't, because it's the teacher's job to teach, and don't discuss issues or offer choices." This is the thesis of the humanist psychologist K. Rogers, but it reflects the closest reality. The same author writes: "We are facing a completely new situation in education, in which the purpose of education is to help change and learn if we are to survive, and the educated person has learned to learn, is a person who has learned to change. He clearly understands that no knowledge is reliable, only the process of seeking knowledge is the basis for reliability." These words are no less than the current state of education in our country. Therefore, the system of teacher training should be changed accordingly.

The analysis of literary sources shows that this problem is common to many countries. In the second half of the 20th century. in many Western countries, large-scale projects for comprehensive modernization of school education were implemented. However, they did not give the expected effect. Special studies were conducted, as a result of which it was determined that professional development should be primarily related to changing the pedagogical position of the teacher, since most of them are still focused on authoritarian communication style and reproductive education. It is very rare to see students as equal participants in the educational process. Changing the teacher's pedagogical position is possible only if divergent thinking is formed, which allows for pluralism and allows for effective learning.

E.V.Bondarevskaya believes that a modern teacher has and should have the ability of independent creativity, scientific analysis of pedagogical problems, development of original programs and methods of improving the educational process. "However, to develop creative abilities and skills, it is necessary to implement a creativity training program." Conceptually, this

program is presented in connection with the training of students at the university, that is, in connection with the training of future elementary school teachers, and the number of teachers with a certain pedagogical experience is brought out. . The approaches to the formation of the experience of pedagogical creative activity among students, defined by E. V. Bondarevskaya, can be related to the formation of the experience of creative activity in practicing teachers to some extent, but for this they must be changed or adapted to others. converted to other conditions to gain experience.

In this regard, the research conducted among school teachers is of particular interest. The analysis of teachers' answers shows that they have very little idea about the teacher's creativity. They are mainly focused on repeating their own and others' successful experience, competently performing professional tasks. Creativity implies the possibility of multifaceted manifestation of the teacher's personality. But many teachers do not set themselves such a task. At the same time, since the need for creativity cannot be determined from the outside, it is necessary to create conditions for its emergence by placing teachers in role-playing situations, involving them in planning their careers, conducting diagnostic experiments, in which gap can be estimated. One of the most important subjective conditions for the development of creativity is the teacher's images and intuition, problem solving, flexibility, independence and critical thinking, intellectual resistance to conformity, the ability to evaluate activities, etc., that is, it is possible to organize creativity training should be able to see a wide range of areas.

To date, three interrelated stages of professional development of teachers can be distinguished: work at school, training at a training institute, personal self-awareness and self-education.

The first stage includes the existence of two interrelated directions of activity: firstly, the creation of conditions for the emergence of the need for creativity and the creation of conditions for its development, and secondly, teachers organizing work on improving their professional qualifications. Both of these directions can be implemented with the support of the school administration, methodological associations, creative groups. In our opinion, this work should be in various forms, in particular: organizing a permanent seminar for sharing experience in pedagogical work, discussing ideas on modern methods of education and training, developing constructive and methodologically advanced test lessons, pedagogical conducting diagnostics of the level of culture, training in methods and skills of pedagogy of new knowledge.

Theoretical material selected close to the real pedagogical experience in the seminars conducted at the school easily encourages the teacher to independently understand and learn the difficulties and contradictions that arise in practice, of course, only real activities can be imitated in the seminar conditions. However, experience shows that a teacher, if he develops an appropriate professional and personal attitude towards his work, will transfer them to the real pedagogical process without much difficulty.

In the same seminars, teachers learn self-diagnostic methods of developing the level of pedagogical culture, which, in our opinion, is one of the most serious incentives for self-development. S.G. Vershlovsky writes: "The experience of the best pedagogical team of schools convinces us that special attention is paid to arming new teachers with analytical methods in the process of analyzing the academic and extracurricular work of a young specialist and determining ways to improve it. Their development serves as an important condition for the objective assessment of their training and personal qualities by young professionals. As a result, foundations are created for the development of a self-improvement program by new teachers. In this case, such a program is understood as the intention of a young teacher to make absolutely clear changes in his work, to develop qualities of certain professional importance". we can talk about specialists, but also about teachers with certain work experience, because "a comparison of the opinions of four groups of teachers (pedagogical work experience of 5, 10, 20 and more than 20 years) of practical pedagogical work experience helps to understand the essence of pedagogical culture showed no significant effect", and secondly, the development and use of programs and methods for studying the pedagogical culture of teachers, the availability of large-

scale and sufficiently advanced tools for self-study.

It is natural to assume that the new level of self-requirements will prepare teachers for the second stage of professional development, "Practice shows that the real pedagogical method of professional development is carried out by the teacher in the school, in his comprehensive is formed through information.

We need to talk about a completely different pedagogical culture, the adoption of new pedagogical thinking by teachers, the development of a new paradigm of education and a new position in education. Integration, differentiation, specialization, authorization of pedagogical experience are recognized as the main principles of this stage. Integration means the transition from the study of individual educational processes to the teacher's formation of a holistic pedagogical picture of the world. Differentiation implies multi-level programs of continuous education, their free choice by the teacher and maximum individualization of continuous professional training. Specialization includes general pedagogical, psychological, special science and special branches of methodical training. The principle of allowing pedagogical experience does not mean teaching "what the teacher should know", but developing the positive things he has already achieved and constitutes the original, individual creative beginning of his pedagogical activity.

Achieving positive results in professional development depends on the organization of interaction with the teacher in the continuous pedagogical education system, as well as self-organization, self-development, self-development of the individual. depends on education".

The third stage of professional development is not only a natural continuation of the second stage, but also determines its successful progress "including the important levers of the continuous pedagogical education system".

Currently, continuous education is considered as a principle of personal development. "Continuous education is the principle of personality formation, which should open to people of any age and accompany a person throughout his life, contribute to his continuous development, contribute to his own development. determines the creation of such education and training systems.

Problems related to self-education have been considered by many scientists: teachers and psychologists in different aspects.

If we turn to the interpretation of a person's desire for self-education in Russian psychology, we can see that, as a rule, it is connected with such concepts as self-determination and self-awareness, and we often see them in different combinations.

S. L. Rubinstein directly talks about the self-determination of a person, considering it an important characteristic of a person, an indicator of his maturity, revealing his "qualitative reliability" in the system of real interactions with the outside world, his self-esteem expressed in the notation z_i . By understanding one's current state and actions in terms of a desired and realistic future and evaluating what has been achieved in the past, one's self at a given time for a given system of relationships, in other words, determining one's own destiny It involves understanding what you need to do now to become who you want to be in the future." He also stated that "if a person's potential and capabilities are not realized, he will become deaf and die, and a person will grow and be formed through them only if he is objectively and objectively realized in the product of his work." It is important that a person reveals his essence by resisting the overpowering influence of the environment with his active actions or by contributing to its positive influence by trying himself in different roles.

In pedagogical literature, the process of self-education is considered as an integral part of self-education, that is, conscious work on improving one's personality as a professional; adaptation of individual characteristics of a person to the requirements of pedagogical activity, continuous improvement of professional competence and continuous improvement of ideological, moral and

other social characteristics of a person. The main result of the teacher's professional self-education is the optimal compatibility between his personal qualities and professional activity.

Such an approach to the activity of self-education allows scientists to go beyond the narrow scope of understanding the problem, connecting it with the formation of a person in general and his spiritual needs in particular. "If by self-education we mainly understand the independent acquisition of knowledge, then intellectual self-education is not completely consistent with self-education. In this case, the concept of intellectual self-education is broader than the concept of self-education, because in addition to acquiring knowledge, it also includes the development of intellectual qualities and abilities," writes A. Ya. Aret, therefore self-education. Although self-education has a common feature with self-education, it has its own goals, content, and development process. Therefore, A.K. Gromtseva distinguishes three levels of self-education: spontaneous, purposeful and systematic. S.B. Elkanov distinguished three groups of techniques that allow the teacher to influence his personality: self-information, self-stimulation and self- the organization of the zine.

Based on the fact that the modern concept of professional development is closely related to raising the level of professional culture, in our opinion, teachers should pay special attention to the development of this specific ability in the process of self-education. the high level of its natural development unites all the above groups of ways of influencing one's personality, giving them a meaningful, complete, integrated character. The presence of internal motivation for self-conscious regulation, having a self-management mechanism, as well as the formation of the basic, current and operational levels of self-management help to improve the teacher's skills. are necessary conditions.

Analyzing all the above points, we see one important unifying feature in them - a person's attitude to active knowledge and changing not only the objective world, but also oneself is a necessary condition for professional growth, discovery of one's essence, translation.

1. In our era of serious economic and social changes, these statements by scientists about the need to actively and responsibly react not only to the professional training of a person, but also to his social role as a social being. personal development and self-improvement seem not only relevant, but also very necessary for a better understanding of the deep meaning of self-education in the process of teacher training.
2. Rather than compensating for deficiencies in university education or preparing for the changing conditions of professional activity, it is more appropriate to consider the content of teacher self-education. In addition, the effect of self-education on the formation of professional competence is to overcome the narrow professional focus of knowledge and develop creativity depending on the level of a person's attachment to common cultural values and adaptation to modern socio-economic conditions. The process of self-education, in our opinion, should include the constant familiarization of the teacher with humanistic culture, freeing him from the one-sidedness of knowledge and interests, which is an inevitable result of professional work. At the same time, the importance of general pedagogical training in the process of self-education should not be neglected. Today, the personal responsibility of the teacher, who has gained the real freedom of creativity, is increasing several times. Responsibility for independent choice. And perhaps the most difficult part of this choice is to determine regional content and regional pedagogical tools. And here the teacher turns from a co-author of methods to their author, that is, he finds himself in the position of a teacher-scientist. Such a real situation requires a very serious preparation from the teacher, including in terms of self-discipline.

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