

Regarding the issue of developing creativity skills in future pedagogues

Abdurakhmanov Dilmurod Akramalievich

Independent researcher of the Kokan State Pedagogical Institute

Abstract

Today's development of scientific knowledge, the impact of creativity on the development of the individual, society and the state requires a deep study of this issue from a scientific and pedagogical point of view. From this point of view, in this article, on the basis of a creative approach to education in educational and scientific research institutions, increasing the competitiveness of future pedagogues, influencing the educational process through creative approaches to educating mature pedagogues, and using innovative methodological developments, creativity, independent decision-making, initiative, Opinions on the improvement of interactive technologies in the development of patriotism and leadership qualities are presented.

Key words : creativity, development of creativity, factors hindering the development of creativity, creative potential, pedagogical creativity, creative potential of a pedagogue, structural bases and principles of creative potential, criteria determining the creative potential of a pedagogue.

INTRODUCTION

In the new stage of development of Uzbekistan, in the process of reforms, the tasks of creative approach to each sector and the structure being renewed, carrying out modernization work on the basis of creativity are gaining relevance. Because creativity is the most valuable feature for a modern society. Therefore, the need to ensure economic stability, peace and well-being of the society by forming qualities related to creativity in people is increasing. For this, it is important to "support young people in every way, provide them with work, create conditions for them to acquire modern knowledge and skills, realize their abilities and talents", and create suitable conditions for these works by the government [2:77] .

One of the efforts of the Republic of Uzbekistan in the reform of the education sector is the formation of pedagogic personnel to work in accordance with the requirements of the times, to acquire deep knowledge, skills, skills and culture to educate a well-rounded person. This brought the concept of "creativity" to the science of pedagogy, which studies the laws of education and upbringing.

Creativity includes the organization of the educational process, the construction of a creative educational process, the development of creative potential from educational technologies, the development of a balance of different methods, knowledge and skills. The essence of creativity is that intelligence is the mental potential of a person, and creativity is the ability to freely use this mental potential in a purposeful manner.

The term creativity appeared in Anglo-American psychology in the 60s. It means the ability of an individual to create new concepts and new skills. J. Guilford shows a number of individual abilities that characterize creativity:

- to be able to direct the thought according to the purpose;
- uniqueness (originality);
- curiosity;
- the ability to create hypotheses;

- to be able to imagine (fantasy)[8:446].

Creativity has been used to a certain extent in educational processes in recent years. A number of studies have been conducted to analyze the content and meaning of this concept and to determine the level of creativity in people.

Creativity is the ability of a person to come out of problematic situations in a unique way through thinking, to approach them creatively. If you look around, you will come across incomparable and amazing examples of human creativity: electronic services, the virtual world, the Internet, and so on. All this is a product of human thinking. The formation of such creative thinking begins with the educational process.

On August 23, 2019, the President of the Republic of Uzbekistan Sh.M. Mirziyoev, in a dialogue with public education and higher education staff, reflected on the urgent tasks that are required to be carried out in the continuous education system, "... raising the reputation of teachers working in educational institutions today , in addition to this, today the teachers themselves should have a new creative approach to the educational process"[1]. President Shavkat Mirmonovich: "I consider pedagogues, professors and creative intellectuals to be the greatest strength, support and support in building New Uzbekistan - a prosperous and prosperous, democratic country, the Third Renaissance." "I consider it my duty as the President to support their crucial activities, to create decent work and living conditions for them"[3:236]. Also, in his address to the Oliy Majlis on December 29, 2020, the head of state stated that the teaching profession should be the most prestigious and prestigious profession in the society, and that the state should create all the conditions so that our pedagogues do not think about anything other than providing quality education to students and working on themselves, therefore, a teacher, they mentioned that the work they started on paying decent wages for the work of teachers and Methodists will be continued in the coming years [4]. After all, in our Eastern views, education cannot be separated from education, and education cannot be separated from education. This requires a great responsibility from today's teacher[9:62]. In fact, the education process is becoming a global problem at the world level. Our enlightened grandfather Abdulla Avloni, who lived in the last century, said: "Education is a matter of life or death, salvation or destruction, happiness or disaster" [5:11] has not lost its importance even today.

Today's development of scientific knowledge, the impact of creativity on the development of the individual, society and the state requires a deep study of this issue from a scientific and pedagogical point of view. There is a social order to develop the creativity of professors and teachers in higher education institutions, and it is necessary to conduct scientific pedagogical research in this regard. At the same time, we can see in scientific works that there are different opinions in the scientific understanding of the issue of creativity, and that no comprehensive conclusion has been reached.

LITERATURE ANALYSIS AND METHODOLOGY

To increase the competitiveness of future pedagogues based on a creative approach to education in world educational and scientific research institutions, to influence the educational process through creative approaches to education as mature pedagogues, and to develop the creativity, independent decision-making, initiative, patriotism, and leadership qualities of future teachers using innovative methodological developments. scientific researches are being conducted on the improvement of interactive-interactive technologies.

There is a social order to develop the creativity of teaching staff in educational institutions, and it is necessary to conduct scientific pedagogical research in this regard. In addition, the existence of different opinions in the scientific understanding of the issue of creativity, the fact that no comprehensive conclusion has been reached is another indication of the relevance of the topic of

our research work. However, this problem has been analyzed and studied differently in many foreign countries. For example, scientists such as N.N. Nechaev, Ya.A. Ponomarev, B.M. Teplov, D.V. Ushakov studied the issue of creativity in a general way, while N.A. Berdyaev, V.S. Bibler, V.N. Druzhinin, P.A. Florensky analyzed the spiritual and psychological aspects of creativity.

The question of formation of creative abilities is expressed in the researches of E. De Bono, P. Drapeau, J.P. Guilford, A. Maslow, S.A. Mednick, E.P. Torrance, X.E. Tryk.

In the scientific works of Bronson, Merryman, Ken Robinson, E.Yu. Artem'eva, A.Yu. Agafonov, M.M. Bakhtin, A.N. Leont'ev, creativity is interpreted as a quality of the individual, and the issues of creativity diagnosis are analyzed.

In recent years, in our republic, the normative basis for the wide introduction of advanced pedagogical technologies, educational programs and teaching-methodical materials based on international educational standards to the educational process of developing the creative qualities of future teachers is being created. "Increasing the level of coverage of higher education, training highly qualified, creative and systematic thinking personnel, able to make independent decisions based on international standards, creating the necessary conditions for the manifestation of their intellectual abilities and formation as morally mature individuals" was defined as a priority task. As a result, the pedagogical and psychological possibilities of developing the creative qualities of future teachers will expand.

Developing methods for diagnosing creativity is one of the main problems in the field of science. By the 21st century, this term began to be used in the field of education of the Republic of Uzbekistan. Especially in "Innovative pedagogy", which has begun to form as a separate and young branch of pedagogy, we often encounter this term. B.S. Abdullaeva, R.B. Abdurahmonova, A.R. Aripdjanova, Yu.M. Asadov, N.N. Azizkhodjaeva, U.Sh. Begimkulov, A.A. Beknazarov, L.S. Beknazarova, G. Development of creative qualities of future teachers, pedagogical qualities of future teachers in the scientific works of T.Boymurodova, B.R.Dzho'raeva, G.N.Ibragimova, B.B.Mamurov, R.Yu.Musinova, N.A.Muslimov, Sh.Kh.Pozilova scientific works related to the formation of culture and creativity have been researched. Creativity is analyzed as a separate indicator of innovative activity in the scientific works of many of our pedagogic scientists, such as O.Q.Tolipov, Sh.Sharipov, J.G.Yoldoshev, R.A.Mavlanova.

RESULTS AND DISCUSSION

of "creativity" reflects cultural diversity. For Westerners, creativity is generally considered a novelty. They focus on creativity, unconventionality, curiosity, imagination, sense of humor and freedom. Easterners, on the other hand, understand creativity as a process of rebirth of goodness. Although Westerners and Easterners have different views on creativity, representatives of both cultures highly value this quality and its possession.

Creativity can be called a desire to create, a creative approach to life, a constant critical look at oneself and analysis. Based on the modern dictionaries of psychology and pedagogy, the teacher's creativity can be defined as the creative approach and level of knowledge in his thoughts, feelings, communication, special activity. Creativity is responsible for reproducing existing information and creating an endless new model of it. Among the requirements for the field of education, a number of measures have been implemented to increase the professional and creative competence of specialists. The requirement for a pedagogue is to conduct research on himself first of all. Therefore, the most important need in the educational system is the professional maturity of the specialists of the educational organization as well as the creative competence [12:540-541].

Competence-oriented education was formed in the general sense of the term "competence" proposed by the American linguist N. Chomsky (1965, University of Massachusetts). At the

symposium held in Bern (1996) under the program of the Council of Europe, the concept of "competence" was included among such concepts as "training", "competence", "ability", "skill". In the Bologna Declaration (1999) of the Ministers of Education of the European countries, the competent approach was recognized as the conceptual basis of educational reforms[13:67].

According to G.V. Nikitina, there are several bases in the classification of competencies:

- general human competence (mathematical, communicative, informational, social, moral, etc.);
- competence in types of activity (work, study, play, professional, etc.);
- competence in the objects of activity (human-human, human-technology, human-nature, human-artistic image, etc.);
- competence in the spheres of social life (household, civil, cultural, etc.);
- competence in the fields of social knowledge (in mathematics, humanities);
- competence in production sectors (transport, communication, defense, etc.);
- competency in skills (pedagogy, psychology, social, creative, technical, etc.).

After all, the above-mentioned areas of competence are components of a person's universal competence.

The classification of the teacher's professional competence includes:

- competence of the pedagogue in the field of work - includes continuous education system;
- competence in specialty - teacher, educator, psychologist, defectologist, vocational education teacher, production foreman;
- competence of the pedagogue on the object of his activity - students, parents, class team, society, etc.;
- the competence of the pedagogue by the type of activity is motivational, gnostic, methodological, methodical, informational, communicative, reflexive, prognostic, constructive, research, technological, correctional, etc. [11:353-354].

A.V. Khutorsky describes the following competencies of a teacher:

1. On the basis of worldview, that is, value and self-awareness - manifested in connection with the teacher's worldview, imagination and value. He can see and understand the essence of events and phenomena in the environment, orient himself to it, and base his opinion as a pedagogue. He can find a solution to the problem. This competence provides the mechanism of self-awareness of the teacher in educational and other activities.

2. Multicultural - having national and universal values; participation in the social life of the country; respect for family, traditions; have social skills. To be able to understand the impact of science on human life and world development and to be able to explain it to students and young people.

3. Educational and cognitive process - independent cognitive activity of the teacher. Ability to think logically, evaluate educational activities, analyze knowledge and skills.

4. Acquiring information - pedagogical activity and the ability to acquire information about one's subject.

5. Communicativeness - knowing the language, communicating with different people, standing in a special place in the team.

6. Social - useful work, family relations and responsibility, participation in the development of society, doing socially useful work. Gaining economic and legal skills.

7. Work on oneself - competences in the field of cognitive activity based on independent assimilation of knowledge from physical, spiritual, intellectual sources of information, including information sources outside the educational institution:

- competences in the field of social activity (acting as a citizen, voter, social group, team member);

- competences in the field of labor activity (including analysis of the situation in the labor market and its use, assessment and improvement of one's professional capabilities, self-organization skills);
- competences in the household sphere (including aspects of family life, health maintenance and strengthening);
- competences in the field of cultural activity (including effective use of time for spiritual and cultural enrichment of a person) [15:59].

A teacher's competence is a manifestation of his theoretical and practical knowledge, skills and qualifications, worldview, faith and all personal, social and psychological qualities. One of the important factors ensuring the quality and effectiveness of education is the teacher's competence in his subject. It is manifested on the basis of the system of pedagogical adaptation. These are: scientific knowledge; epistemological knowledge; ability to perform pedagogical activity with dexterity, efficiency, skill; a creative-creative approach to finding an effective solution to any problem situations; manifestation of high social psychological characteristics in the process of educational and educational influence; continuous self-development through the effective use of his intellectual, cognitive, emotional, moral potential, learning and internal psychological reserve; A positive emotional attitude towards society and people, nature, existence consists of the experience of transitioning to positive thinking.

Specialist with professional competence:

- constantly enriches his knowledge;
- learns new information;
- deeply understands the requirements of the era;
- seeks new knowledge;
- processes them and uses them effectively in his practical work.

Groups of qualifications that allow teachers to organize creative activities:

- 1) cognitive (gnostic) qualifications;
- 2) design skills;
- 3) creative-seminar (constructive) skills;
- 4) research skills;
- 5) accessibility to communication (communicative) skills;
- 6) organizational skills;
- 7) consistency (procedural) skills;
- 8) technical and technological skills.

Creative competence - a critical and creative approach to pedagogical activity, the ability to demonstrate one's own creative skills.

E.P. According to Torrens, the concept of "creativity" covers the following:

- to put forward a problem or scientific hypotheses;
- hypothesis testing and modification;
- identifying the problem based on the formation of decision results;
- sensitivity to the contradiction of knowledge and seminar actions in finding a solution to the problem [14].

The following are important for creativity: understanding the variety of pedagogical issues and the variability of their solution, understanding the level and description of one's skill and the possibility of its development, the desire to improve it, understanding the need for new solutions and mental preparation for it and confidence in its implementation. Creativity describes a person as a whole or his specific characteristics. Creativity is also reflected as an important factor of talent.

In addition, creativity determines mental sharpness, "ensures active involvement of students in the educational process."

In foreign countries, teachers, like specialists in all fields, determine whether they have creative qualities and their level. To do this, they pass a test based on E.P. Torrens in 1987, which determines whether a person has creative thinking. This test makes it possible to evaluate the creativity of a person and its level according to criteria such as activity in organizing creative activities, quick thinking, originality and refinement.

In order to teach students to think creatively, to be able to form creative thinking in them, first of all, it is necessary for the teacher to be a creative, creative person. After all, if he himself does not have the qualities of creativity, then how can he encourage students to think creatively.

The more creative the pedagogue is, the more he will be able to equip the classroom and the room where spiritual and educational events are organized in cooperation with students, relying on their creative abilities and creativity. As a result, the creative activity of students increases, and the effectiveness of the training and event increases [10:153].

The only conclusion that can be drawn is as follows: students can be creative only if the teacher himself is creative. It is not necessary for the teacher to be creative and creative or not, but to organize lessons in the spirit of creativity, to try new ideas in the educational process. In the lessons, the teacher moves according to the "creativity road map" in the following four directions, and the actions in them are listed as signs that express the creativity of pedagogues (Patti Drepreau):

- 1) demonstration of creative thinking skills;
- 2) to be able to use strategies (methods and tools) that encourage students to study subjects with interest;
- 3) innovative approach and creative approach to finding solutions to pedagogical issues (problems);
- 4) expected result[7].

Insufficient attention is paid to students' independent thinking in classes, they become passive listeners, lack of interaction between teacher and student, lack of a warm mental climate in the classroom, prevents them from fully showing their abilities. In our opinion, independence, initiative, creativity and abilities of students are not paid enough attention in the educational process today. student participates in education in the role of executive, teacher's tasks and desires. In preparing students for creative cooperation on the basis of creative activity, it is required to achieve harmony in the formation of their general cultural potential, specialized knowledge and personal qualities. Therefore, there is a need for the integration of all knowledge-related subjects provided for in higher education curricula. Therefore, the development of students' creativity and creative cooperation based on it is based on the strengthening of interdisciplinary relations. It is important to use new pedagogical technologies and interactive methods of teaching in order to develop the students' independent thinking and creative abilities in the development of cooperation skills. Therefore, person-centered learning can work well under the influence of collaborative pedagogy, small group work methods. The wide introduction of modern information communications will give a good result in further increasing the effectiveness of educational technologies.

The creative potential of a teacher is reflected as his general characteristic. It is the first condition and result of creative activity. This quality represents a person's ability to express himself and readiness . In addition, on the basis of creative potential, personal abilities, natural and social strength of each specialist are manifested as a whole.

Creative potential is closely related to creativity focused on the cognitive process. The creative potential of a teacher, in contrast to traditional thinking, is manifested in:

- speed and flexibility of thinking;
- the ability to create new ideas;
- not thinking in one way;
- originality;
- initiative;
- tolerance of uncertainty;
- to be intelligent.

In order for the pedagogue to have the potential for creativity, he should pay attention to the following in his professional activities:

- creative approach to professional activity;
- show activity in creating new ideas;
- independent study of advanced pedagogical achievements and experiences;
- sharing ideas with colleagues about pedagogical achievements [6:650-651].

Self-development and self-expression of each pedagogue is directly related to his creativity. Usually, the ability of pedagogues to be creative is ensured by striving to solve pedagogical problems, carrying out scientific research or scientific projects, and achieving mutual creative cooperation.

A teacher does not become a creator by himself. His creative ability is formed over a certain period of time through consistent study and work on himself, and it gradually improves and develops. As with any specialist, the foundation for creativity of future pedagogues is laid in the student years and is consistently developed in the organization of professional activity. It is important that the pedagogue directs himself to creative activity and is able to organize this activity effectively.

In the organization of creative activity, a teacher should pay special attention to solving problematic issues, analyzing problematic situations, as well as creating creative products of a pedagogical nature. While solving problematic issues and situations, the pedagogue's creative approach to finding a solution to the problem helps him develop emotional and volitional qualities. By putting problematic issues in front of him, the educator confronts the evidence that contradicts his existing knowledge and life experiences. As a result, he feels the need to work on himself, to study independently.

The teacher can demonstrate the following creativity skills:

- being able to determine the nature and importance of the task to be performed;
- to be able to analyze the issue;
- making a plan to solve the problem;
- use of effective methods in problem solving - analysis, synthesis, induction, deduction, comparison, etc.;
- to be able to choose the methods of solving the problem;
- justification and re-examination of the correctness of the decision made;
- to conduct a small research (research) in solving the problem;
- documenting the circumstances of problem solving, the progress of the process and summarizing the results of the problem solution.

Carrying out scientific research works, scientific or creative projects also develops the creative potential of the pedagogue, as a result of which the pedagogue:

- gets used to creative thinking;
- thoroughly acquires the skills of conducting scientific research activities;

independently analyzes the achievements of pedagogy or specialized science, the possibilities of using best practices;

they will have to actively work in the implementation of scientific research and creative projects carried out by the pedagogical team [6:653].

CONCLUSION

Under the influence of fundamental changes taking place in the new stage of development of our society, the inclusion of elective subjects in current curricula is of great importance in turning the educational system into a sector that provides a more consistent supply of practical needs, in increasing the competitiveness of future specialists in the process of professional activity. In our opinion, as one of the ways to ensure the future pedagogue's viability in the changing market conditions, it is appropriate to take into account the knowledge, skills and abilities necessary to increase creativity or implement its results when determining the professional training necessary for their professional activity. In order to consistently realize this goal, it is appropriate to introduce the teaching of the subject "Creativity and creative approach to the field" among elective subjects at the higher levels of all educational fields. The following educational goals are implemented in the teaching of this subject:

- instilling in students theoretical knowledge about the description of creative cooperation skills as a method of ensuring viability in the process of life needs and competition arising in market conditions, its types and necessary resources for providing, the level of professional training;
- to determine the strategy of developing creative cooperation skills for students, to solve optimal and operational tasks based on a comprehensive strategy, to implement it, to form the necessary skills and qualifications to introduce the created innovation;
- to establish creative cooperation among students within the framework of classroom, non-auditory activities, independent work, scientific-research work, professional practice provided for in the curriculum, to ensure their participation in the collaborative work conducted in the higher educational institution, other enterprises and institutions.

It is necessary to systematically study the pedagogical needs, interests, directions of special importance of students. Also, the organization of the teaching process based on ideas, concepts and advanced pedagogical experiences that serve to satisfy the creative interests and needs of students serves to form a meaningful activity approach to the development of creativity. Based on the development of creativity skills of future pedagogues, special attention should be paid to the development of their specialized, that is, pedagogical creativity competence, in which it is appropriate to widely use modern information communication technologies, innovative strategies, interactive educational methods and technologies.

Development of creativity skills in future pedagogues remains one of the necessary social demands of today. Because social cooperation is an activity aimed at an expert's understanding of a social need and providing the necessary solution to it. Therefore, it is one of the important tasks to carry out research on the creation of an effective pedagogical model and conditions for the development of creativity skills of future teachers in the higher education system, thereby developing a specific result-oriented educational technology.

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