



PROBLEMS OF DEVELOPING THE PROFESSIONAL CREATIVITY OF PROFESSIONAL EDUCATION TEACHERS

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Article history:	Abstract:
Received: December 20 th 2021 Accepted: January 20 th 2022 Published: February 26 th 2022	This article is devoted to the scientific and methodological analysis of the development of professional creativity of teachers of retraining and advanced training courses. The article presents a systematic approach to the development of professional creativity of teachers in professional development courses, along with pedagogical, psychological and philosophical coverage of the concepts of creativity, professional creativity.
Keywords: Professional education, professional development courses, creativity, professional creativity	

The need for training of qualified personnel in connection with the social, economic and cultural development of society, the emergence of new directions, specialties, the need for training in them, the formation of the need to gradually increase the professional knowledge, skills and abilities of specialists as well as the growing demand for it to be able to withstand strong competition in the labor market as a specialist. In the current situation, the system of continuing education, which has a well-established mechanism for providing the social, economic and cultural spheres with qualified personnel, in particular, the stage of vocational education, has a special place. As mentioned above, the rapidly evolving period puts before professionals the task of preparing for drastic changes, shaping and developing themselves socially and professionally in line with the times. It should be noted that in the current context of globalization, special attention should be paid to the development of ICT, creative and professional competencies of teachers of professional education in the educational process in accordance with andragogic principles and their professional development in professional development courses. In particular, radical improvement of the quality of vocational education requires in-depth teaching of specialization and vocational-oriented disciplines on the basis of innovative educational technologies and tools.

The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On radical improvement of the system of management and retraining and advanced training of teachers in the vocational education system" is based on the following requirements:

- development of their skills in modern areas of scientific and practical research, technological development and innovation in the taught disciplines, as well as the organization of the educational process on the basis of continuous professional development;
- high-performance modern education and innovative technologies, qualitative requirements for the retraining and continuous professional development of management and teaching staff of professional educational institutions with the widespread introduction of advanced foreign experience, constant updating of curricula and programs, management of professional educational institutions and teaching staff to organize and ensure the necessary level of efficiency;
- development of skills in mastering advanced pedagogy, information and communication and innovative technologies, their active application in the educational process, using the global Internet information network, multimedia systems and distance learning methods;
- to increase the level of practical mastery of a foreign language and its widespread use to constantly improve their professional skills, pedagogical and scientific activities;
- full implementation of indirect forms of professional development, the introduction of alternative forms of professional development based on the development of differentiated processes of continuous professional development, taking into account the results of scientific and scientific-pedagogical activities of management and teaching staff ¹.

Current issues such as ensuring the high efficiency of the educational process, encouraging the initiative, research and creative skills of professional education teachers and shaping their professional creativity as part of

¹ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On radical improvement of the system of management and retraining and advanced training of teachers in the system of professional education" (9.02.2020)

softskills are important factors in developing and upgrading the system of retraining and professional development of professional education teachers.

Indeed, one of the main requirements of the digital society is the high aspiration of professional education teachers to take a creative approach to their work, to be advanced, experienced, innovators, authors of research works, to improve their professional and psychological competence. Назаримизда, профессионал таълим ўқитувчиларини малака ошириш курсларида индивидуал психологик компетентликнинг таркиб топтирилиши ва такомиллаштирилиши, мазмуний даражасида касбий-шахсий йўналганлик муҳим аҳамият касб этади.

The system of professional education retraining of pedagogical staff and organization of their professional development courses on the basis of creative approaches develops the existing creative potential of each participant of the educational process, self-assessment, as well as the ability to pose problems and develop new ideas.

The system of professional education is a system of didactic rules aimed at the professional development of teachers of professional education - retraining and in-service training of teachers on the basis of creative approaches.

The professional development of professional education teachers is what we envision as a person with the ability to improve the integration of a teacher's professional activities and personal activism based on professional creativity in response to social change.

The educator's ability to solve creative problems is determined by the ability to fully see the opportunities that serve to develop the potential of learners at different levels.

Creativity serves not only in education, but also as a basis for developing the competitiveness of individual enterprises and the country's economy.

Scientists of our country and abroad have conducted a number of scientific studies to describe the multifaceted features of creative teaching from a philosophical, psychological and pedagogical point of view.

According to Yu.M.Asadov, one of the most valuable features of creative potential is its key role in creating innovation. Innovation is a product of a person's intellect and is manifested through the application of creativity [1].

G.N.Ibragimova's research emphasizes that creativity is a set of skills related to a person's creativity, creative qualities, which includes a high level of sensitivity to problems, intuition, foresight, imagination, research and reflection. [2].

A.A.Aripjanova, taking into account the specifics and approaches to pedagogical work on the study of creativity, identified the need to consider the creativity of teaching staff: active, effective, personal, environmental, problematic aspects [3].

In various dissertation studies, including the research work of E.S.Shelestova [4], N.A.Stepanenko [5] and others, more than a hundred definitions of the concept of creativity are given. According to many authors, creativity in the pedagogical process is inextricably linked with the activities of higher education institutions, that is, it is considered as a key condition for the educational process and the modernization of the economy. One of the main factors aimed at increasing the efficiency of higher education is the modernization of the system of material and technical capacity [6], [7], [8], [9], [10].

We analyze the development of creativity and the concepts presented in terms of professional pedagogical activity.

The issues of formation and development of creativity were analyzed by representatives of various fields - poets, scientists, artists, writers. Views on creativity have been studied as a major topic by philosophers from the distant past to the present day.

Creativity is a concept that supports innovation, innovation and creativity together. In 2019, scientists from Alliant International University in San Francisco, USA conducted a training on "Creativity in education" to assess the logical and creative thinking of teachers of mathematics, physics, computer science and humanities in California schools. During the training, an online platform was created for teachers, which included materials on the subject and step-by-step test assignments. The training tasks are designed for a week, at the end of which is focused on the development of innovative and methodological projects. The main focus is on the logical analysis of the given material on the basis of creative abilities and the development of the ability to organize lessons on a project basis [11].

It is noted that there are no clear statements on the definition of creativity and creativity in studies that address issues of creativity. [12]. The analysis of modern definitions of creativity from early scientific-theoretical research brings out two components that are unique: originality (or novelty) and the relevance of the task at hand. [13; 14], [15; 16]. The notion that something is new and creative enough to meet a wide range of requirements for its purpose is now widely accepted as a "usual" definition [17]. These two dimensions are multiplicative, so if something is very original but does not fit the task, or is very relevant to the task but not original, it is not creative [18].

The launch of Sputnik I in 1957 [19] led to the first formal attempts to unite the modern American education system and later the curricula of many other countries into a single goal based on common principles. In 1958, in accordance with the objectives of the U.S. Defense Education Act, the study of the promotion of science, technology, engineering, and mathematics (STEM) began to be studied in accordance with these principles. [20]

Danah Henriksen and Michael Henderson, in their paper "Creativity and risk-taking in teaching and learning settings: Insights from six international narratives," assessed participants' risk-taking creativity based on six types of stories [21].

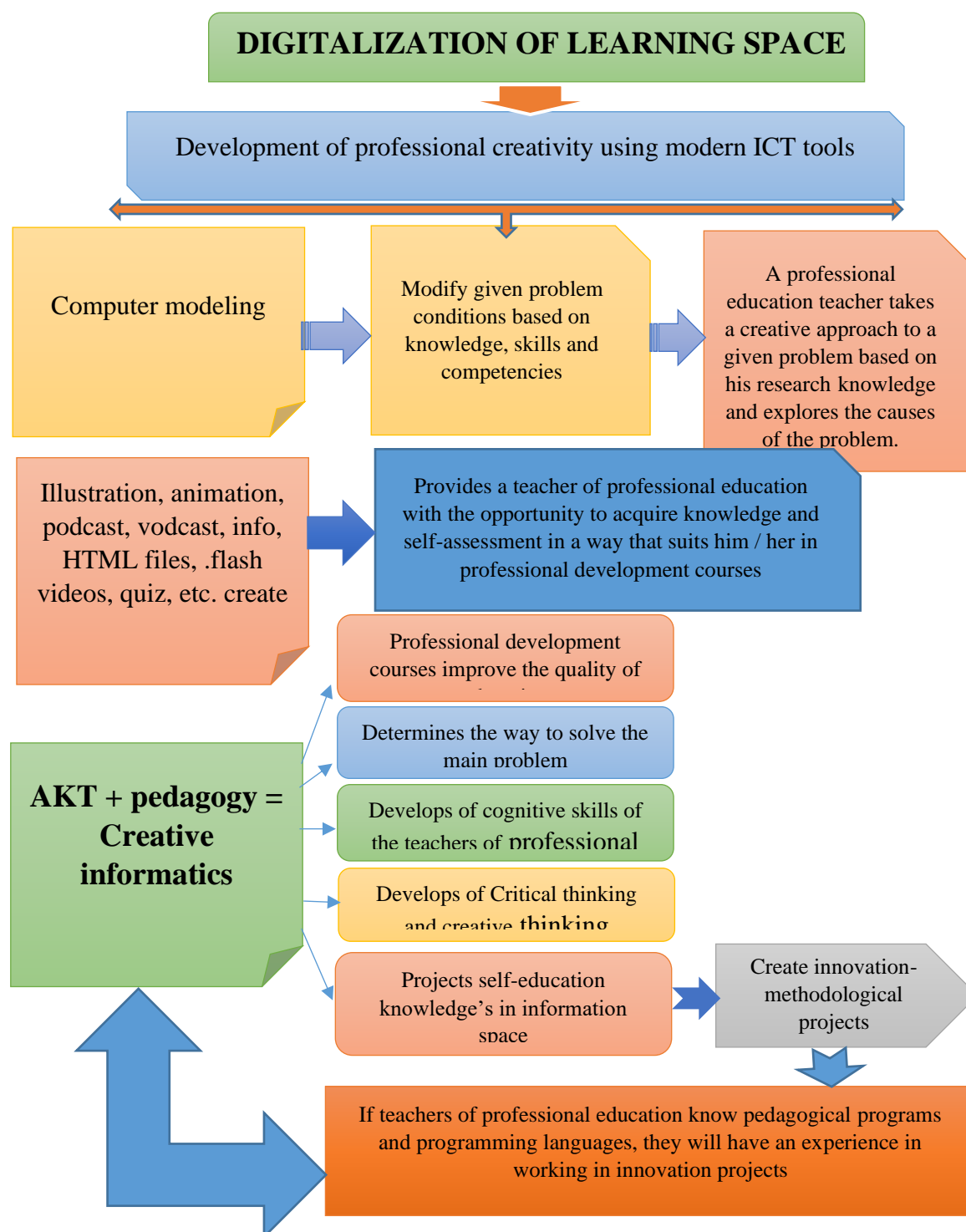
Danah Henriksen says, "..... if we are creative, we can see the world anew, ask new questions, open up new possibilities, and think and act differently than others".

The system of professional education is a separate psychological and pedagogical process of professional development of teachers of professional development courses, which is characterized by a combination of creative activity of both teacher and student, the ability to create innovations and innovations and the application of theoretical knowledge.

As a result of pedagogical analysis of professional development courses in the vocational education system of the Republic, we have identified the following problems:

- Insufficient development of the process of pedagogical integration of the professional education system in professional development courses based on international experience;
- Lack of diversification of the education system and the educational process in professional development courses;
- Vocational education system in the training courses on the principle of DLS (Digitalization of learning space) professional creativity of students (ICT creativity, methodological creativity, infographic creativity, professional creativity) is not sufficiently studied modern ICT tools, authoring software tools and ways to use them in the educational process.

In the framework of our research, as a solution to the above problems, we propose the following systematic trends in the development of professional creativity of ICT teachers:



Given this trend, no matter what field of education, taking into account the high ability and flexibility of computer science and IT teachers to adapt to rapidly changing society, the development of professional creativity of professional teachers of computer science and IT in professional development courses - the relevance of research.

In our opinion, a number of complex tasks should be performed in our country to develop the professional creativity of teachers of computer science and IT in the system of professional development and retraining of teachers of vocational education. We would include the following:

- Development of professional creativity of teachers of computer science and IT in vocational education institutions and the creation of conditions based on the structure of "individuality + pedagogical + psychological";
- Analysis of the organizational and content aspects of retraining and advanced training courses for teachers of professional educational institutions in a digitalized educational environment in order to diversify the educational process, ie to ensure the diversity of curricula and programs;
- Development of professional creativity of teachers of computer science and IT in professional educational institutions on the basis of such skills as ICT creativity, infographic creativity, pedagogical creativity, which develops pedagogical professionalism in accordance with modern requirements.

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