



FORMATION OF CREATIVE ACTIVITY OF FUTURE TEACHERS THROUGH PERSONALLY EDUCATION

Xamroyeva Mahfuza

Master degree of Tashkent State Pedagogical University named after Nizami

Article history:	Abstract:
Received: 11 th December 2021 Accepted: 11 th January 2022 Published: 23 rd February 2022	Person-centered education, by its very nature, involves the full development of all participants in the educational process. This means that when designing education, of course, the approach should be based not on the personality of a particular learner, but primarily on the learning objectives related to future professional activities. The system approach should include all the features of the system: the logic of the process, the interconnectedness of all its links, the integrity. The approach to creative activity is education aimed at the formation of process qualities of the individual, the activation and acceleration of the learner's activity, the discovery of all his abilities and potential in the learning process, the initiative. This article provides insights and insights into shaping the creative endeavors of future teachers through person-centered learning.

Keywords: Person-Centered Education, Future Teachers, Creative Activity, Formation, Systematic Approach.

In person-centered learning, a dialogic approach implies the need to build the psychological unity and relationships of the participants in the learning process. As a result, a person's creative activity, such as self-activation and self-expression, increases. Prospective educators emphasize the need to focus on the subjective relationship between teacher and learner, such as democracy, equality, cooperation, the joint formation of the purpose and content of activities and the evaluation of the results achieved. It is one of the ways to organize student interaction based on problem-based presentation of educational content. This process provides for the identification of objective contradictions and ways to resolve them, the formation of dialectical thinking and their creative application in practice. The use of modern means and methods of presenting information is the use of new computer and information technologies in the learning process. Teaching methods and techniques: lecture (introductory, thematic, informative, visual (conference), conference, problem solving), discussion, problem-based style, pinboard, brainstorming, quick-question, question the answer is practical processing methods. Forms of teaching: frontal, group and group teaching based on dialogue, polylogue, communication, cooperation and mutual learning.

Teaching aids for future teachers: in addition to traditional teaching aids (textbooks, lecture notes, handouts) - drawing organizers, computer and information technology and communication methods: with students consists of direct interactions based on rapid feedback.

The main goal of future teachers of science is to provide students with in-depth and systematic knowledge of the basics of the subject. A person who is formed as a result of applying the acquired knowledge in his life activities prepares for work and life. In addition to what to teach (the content of education), the question of how to teach (teaching methods) is very important in solving this problem. The teaching of any subject depends on the content of the subject, which means that the methods of teaching the subject determine the internal possibilities of the subject. The methodology of teaching is also determined by the doctrine of the methods and laws of knowledge, that is, the methodology of science. The use of new pedagogical technologies will increase the effectiveness of the lessons without abandoning the existing traditional teaching methods. In chemistry, it is considered expedient to study mainly chemical reactions in writing. It saves time when done with computer technology, but if the student does not know the computer, or is lazy, he can copy the reactions to someone on the computer.

The student is able to work with textbooks and additional literature, to tell what he knows, to write and read chemical formulas correctly, to solve equations of quantity and quality, to solve problems, be able to apply knowledge, equate legal concepts, find coefficients, write formulas correctly, apply them to electronic and construction formulas, write the formula of a particular substance using the general formula of homologous series, compute the equation for calculation, problem it is necessary to form the ability to solve, this is the demand of the time.

Ability, even talent, doesn't mean everything. It is necessary to achieve the set goal, to learn it. It is important to use the mind regularly, expand your knowledge, live a purposeful life. Much here depends on how well you understand and do it: whether you did the task yourself or copied it from a friend, whether you memorized the assignments yourself, or whether you responded to what your friends were saying, the experiences. whether you did it yourself or watched your neighbor at the desk do it, and so on. These don't seem to matter. But isn't that where the neglect of conscious

labor, the addiction that leads to the theft of your intellect, begins? Regular work leads to a gap in your knowledge, not mastering it, and filling in the gaps often ends in failure, because it requires a lot of strength and willpower. Innovative education seeks to achieve this, or rather, forces the student to search. To do this, the following requirements must be met.

What conditions do you need for your knowledge to be deep, solid and comprehensive? First of all, work. Studying is something that starts at school and ends at home. Reading, like any work, has its own norms, measured by the volume of learning material. It takes 45 minutes to complete at school, 80 minutes at the institute, and 30 to 45 minutes for homework, depending on the nature of each assignment and the complexity of the materials. Studying at home is an individual activity.

The second condition is discipline. When there is good discipline, the whole focus is on the ultimate goal of the lesson - mastering the material. The lesson is held at a high pace, with good results. The teacher regularly makes sure that everyone is productive and that they are not distracted. What about the house? This is where your discipline comes into play. You plan your study work yourself, complete assignments in optimal time, using effective methods of independent work. And finally - diligence. Any work must be done in a quality and timely manner. Under the guidance of a teacher in the classroom and independently at home, try to complete assignments quickly, accurately, and on time. If you have a problem, you can contact your teacher or friend. To act is to do one's duty. Will, character, and purposefulness are thus nurtured.

If the qualities shown to you, such as diligence, discipline and diligence, become an integral part of your character, you will not allow gaps in your knowledge, if you work systematically independently every day you will not be left behind and you will be able to master the training materials with quality. However, these qualities not only help you to study effectively, but also help you to do social work, participate in clubs and other activities. It is possible to prepare lessons in a short time by mastering independent work methods. Any professional activity requires a person to possess certain qualities. Describes the spiritual and moral qualities of the future pedagogy in the context of the "National Program of Personnel Training" as follows:

- 1) the teacher is capable of pedagogical activity, creative, businesslike, humane;
- 2) to have a reputation as a person who understands and perfectly masters national and universal values, is aware of religious and secular knowledge, and is spiritually and morally mature;
- 3) thorough knowledge of the pedagogical profession, ie psychological, pedagogical skills and abilities, scientific-theoretical and practical knowledge;
- 4) love children, know their psyche, as well as interact with them, taking into account their age and individual characteristics;
- 5) The teacher has a number of requirements, such as sharpness, logical thinking, consistent and consistent delivery of information to students.

Personal qualities of the future teacher (love of children, love for them; practical and psychological intelligence; diligence; activity in public affairs; kindness; humility; humanity, kindness; resourcefulness, strong character; aspiration to improve their knowledge). The future teacher has knowledge of his profession (understanding the essence of the process of education and upbringing, its goals and objectives; knowledge of the basics of psychology, basics of youth psychology and pedagogical psychology; knowledge of ethnopsychological knowledge; knowledge of the basics of modern pedagogy and its methodology; must understand the psychological and pedagogical characteristics of school-age children; know the methods of teaching their subject. have organizational skills (ability to organize a children's team; be able to lead a team of children in different situations; be able to engage children in something; can be used quickly).

In addition, future educators must have communication skills (ability to engage children; ability to manage purposeful pedagogical relationships with children and parents; ability to regulate children's interactions within and within the community; external communication with children and parents; should know). The most important features of future educators are creative qualities (aspiration to improve pedagogical skills; ability to develop and implement a program of educating students; The ability to look at the person in a new way; to be able to anticipate the consequences of the pedagogical impact on the student.

It should be noted that these qualities, which should be reflected in the professional image of the educator, are important not only in their interaction with students, but also in their relationships with others. It is obvious that the professional training and pedagogical skills of a specialist include not only the required level of professional knowledge, but also psychological training, self-management of the educational process, self-direction, professional, spiritual, physical and personal capabilities. It involves the development of professional skills such as the ability to focus on solutions. This is because these skills are considered to be necessary phenomena in the formation of vocational training.

IN CONCLUSION,

The requirements for the professional skills of future educators are not only the required level of professional knowledge, but also psychological training, self-management of the educational process, self-direction, professional, spiritual, physical and personal capabilities. It also involves the development of the ability to focus on the problem at hand. The formation of professional qualities in future teachers is one of the important factors in the success of pedagogical activity, which includes such qualities as purposefulness, perseverance, diligence, observation, including social activism, social processes in society and active participation in the life of the educational institution. It requires

the ability to promote various initiatives, to set a personal example in their implementation, and to directly contribute to the further enrichment of national material and spiritual values.

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