



PEDAGOGICAL FUNDAMENTALS OF DEVELOPING THE CREATIVE PROFESSIONAL ACTIVITY OF FUTURE PRIMARY SCHOOL TEACHERS

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Article history:

Received: 30th March 2022

Accepted: 28th April 2022

Published: 11th June 2022

Abstract:

This article describes the experiments conducted to determine the level of creative competence of future primary school teachers and their results, ways to successfully develop the creative qualities of teachers and the factors that hinder the development of creative qualities and skills of teachers.

The choice of an innovative path of development, the creation and implementation of high technologies, the growing role of knowledge and information in the socio-economic development of the country place great demand on highly qualified specialists.

Keywords: Primary school teachers, creative competence, respondent, creative thinking, creative activity, creative product, questionnaire, pedagogical observation, interview

This requires new forms of integration of education, science and industry, and identifies the formation of a new generation of educators capable of training competitive professionals as one of the priorities.

Modernization of higher education institutions and their educational process, improving the quality of the training system of teachers, equipping future primary school teachers with modern professional competencies, the formation of acmeological motivation for professional activity are important tasks in the process of developing creative competence of teachers.

During the experimental work at Gulistan State University, a questionnaire, pedagogical observation and interviews were organized to determine the level of creative competence of future primary school teachers and their existing understanding. 309 students of 1-3 courses of Primary Education of the Faculty of Pedagogy of Gulistan State University were involved in the experimental work.

The experimental questionnaire of S.Mednik and Paul Torrens's "Test of creativity" were used in the experimental work. The analysis of questionnaires and test results revealed the following cases:

20% of respondents showed a high level of creativity. They regularly put forward various initiatives, are creatively very active, inquisitive.

34% of respondents showed moderate creativity. Their creative ability is not always manifested. It is necessary to develop creative competence. Respondents with low creativity were 46%. They try to promote the initiative, but the ability to be creative is not sufficiently de Based on the analysis of the results, we cannot assess the creativity of future primary school teachers as positive. Because, from our pedagogical observation and questionnaire surveys, it was found that while 70-80% of students had the opportunity to acquire creative competence, only 20-34% of students were able to demonstrate the qualities of creative competence.monstrated.

Based on the above, it should be noted that future primary school teachers do not have sufficient knowledge, skills and competencies in terms of creative competence, the pedagogical process aimed at developing their creative competence has its own characteristics.

Therefore, the main task of educators is to provide young people with theoretical knowledge about creativity, its specific qualities, on the basis of which to develop students' creative competence. In the positive solution of this task, the educational process, including the use of active educational technologies in the teaching of sciences, interesting and meaningful organization of lessons using non-traditional forms, methods and tools, will have the expected effect.

Individual creative qualities are gradually developed at certain stages. Having the creative qualities of a person directs his individual abilities, natural and social potential to the quality, effective organization of his professional activity.

Accordingly, research has shown four ways to successfully develop creative qualities in an individual (including educators):

- Formation of creative thinking skills;

- Development of practical creative movement skills;
- Organization of creative activity processes;
- Use of creative products.

Prospective primary school teachers can fully demonstrate their creative thinking skills in a comfortable environment. If future primary school teachers have a sense of failure and fear, or are criticized, it will not be possible for them to effectively formulate or develop their creative thinking skills. Prospective educators can successfully develop creative thinking skills only by making creativity a habit. In this process, the methods and tools used by them to assess the content of the topic and creative thinking skills are important.

The educator plays a special role in the formation of creative thinking skills in future primary school teachers. In this process, "the role of the educator is to create an atmosphere of creativity in the classroom. , go beyond the standards and move freely in asking different questions.

The educator supports creativity in future elementary school teachers by coming up with unusual ideas and encouraging them verbally and nonverbally.

The educator's correct approach to the creative ideas given by future primary school teachers is important in their understanding of the possible and impossible conditions.

All of these elements are an important part of the teacher-student relationship and ensure the success of future primary school teachers. Prospective primary school teachers studying in a creative environment will gradually increase their interest in performing creative tasks, as well as tend to think creatively as a result of observing a teacher with creative thinking. A learning environment of a creative nature leads to the development of critical and creative thinking skills, which are of great importance in the educational process in future primary school teachers.

The ability of future primary school teachers to have creative thinking depends on how well the creative environment is embedded in them. Creating a learning environment with a fully creative character is based on a well-thought-out plan.

If educators want to be more effective in applying their creative teaching methods and strategies (i.e., to organize a broad-based thinking and creative thinking process), they need to inculcate this in future elementary school teachers and perform their duties diligently. Furthermore, "only in an environment of a creative nature will future primary school teachers be able to understand the content of the topic being studied, the interrelationships between the curriculum information, and begin to think about it.

Certain factors hinder the development of creative qualities and skills in teachers. Therefore, in the pedagogical process, educators should pay attention to the elimination of these factors.

In a creative environment, the educator uses an innovation in order to attract the attention of future primary school teachers. Curious and skeptical information will attract future elementary school teachers and increase their motivation to learn.

In higher education, too, educators need to be able to create the necessary conditions for future primary school teachers to work as a team and in small or large groups in the formation and development of creative thinking skills. After all, in the process of working in the primary grades, there is an opportunity to creatively develop any idea expressed.

The educator, realizing the importance of team spirit in creative lessons, constantly changes groups and develops the ability to work as a team in future elementary school teachers, respecting the abilities and skills of others. While individual work is effective in certain situations, it is advisable to work in small groups in creative classes because creativity is a social phenomenon; According to A.J. Rowe, creative ideas are formed in the process of working as a team and as a result of creative collaboration.

CONCLUSION

In conclusion, the introduction of a creative competent approach to the higher education system requires significant changes in the purpose, content, form of teaching, teaching methods, pedagogical technologies, methods of control and didactic relations. Accordingly, it is planned to change the content of lectures, practical, seminars and laboratory classes, which are existing forms of organization of education in higher education institutions.

Accordingly, it is planned to change the content of lectures, practical, seminars and laboratory classes, which are existing forms of organization of education in higher education institutions. We believe that lectures should be in the form of problem-based learning, and that seminars should focus on developing creative thinking and research skills in hands-on activities.

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