



## CREATIVE TEACHER AS AN IMPORTANT INDICATOR OF PROFESSIONAL COMPETENCE

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<b>Received:</b> 4 <sup>th</sup> April 2021	This article describes the methodological and scientific-theoretical basis for the development of speech and thinking of students in preschool education based on a creative approach.
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It is no secret that globalization and man-made civilization also affect the upbringing of the younger generation, today's children can not be deceived by "tales and events of the past", they are interested in information based on real events. In most cases, we are happy to say that our one-year-old child can "use" mobile devices. Thus, the modern educator working in preschool education organizations needs to be aware of the innovations in the field of preschool education, to work tirelessly, to provide innovative readiness for practical activities in constantly changing non-standard conditions, which creates additional, non-traditional, parallel independent education systems. In our opinion, the most important of the above problems is to equip teachers of preschool education organizations with the issues of modernization, innovation, and innovation, innovative educational technologies, creative approaches to the educational process. A meaningful organization of the process of speech development and thinking development of pupils of preschool educational institutions based on a creative approach depends on how firmly the basic curriculum is mastered. It should be noted that the elements of education have undergone significant changes based on innovations in preschool education and the social sphere. Therefore, the revision of the philosophy of continuing education, the laws, the problems of education based on a creative approach is becoming a requirement of the time [3; 11501].

Creativity, which is an important indicator of the professional competence of educators in preschool education, is based on several factors. Such factors include initiating and supporting independent activities related to the educational opportunities of preschool education institutions and the development of student's abilities; ensuring the participation of the community of educators in the development of innovative socially important, innovative educational projects, programs, educational technologies; cooperation in the educational environment, expansion of partnerships, etc.

It should be noted that the development of creative abilities of pedagogical staff of preschool education organizations is aimed at diversification of educational services, the introduction of quality management, mutual integration of pedagogical technologies and educational strategies, optimization of forms of education. "The systematic method of creating, applying, and refining processes has been recognized by UNESCO.

Resolution of the President of the Republic of Uzbekistan dated May 8, 2019 No PP-4312 "On approval of the Concept of development of preschool education in the Republic of Uzbekistan until 2030", raising the level of artistic, aesthetic and musical upbringing and education of preschool children, the introduction of the basics of STEAM teaching from an early age has been identified as an important task [1].

Based on these tasks:

- increase the coverage of children with quality preschool education;
- comprehensive intellectual, moral, aesthetic, and physical development of children;
- The development of knowledge and skills in the field of modern management and pedagogical technologies based on the advanced foreign experience of educators of preschool educational institutions is of great pedagogical importance.

Therefore, the content of education in the development of speech and thinking of preschoolers, the development of creative technologies, improving the quality of education, modernization of curricula and programs, the formation of creative thinking of teachers, the fund "El-Yurt Umidi" in leading foreign universities The need for the development of comprehensive measures for the exchange of experience should be recognized.

Creative competence ("create" creativity, ingenuity). related to the educator's skills such as innovation, creativity, and organization. Creativity is important not only for the creation of new ideas but also for the development of a person's lifestyle and spirituality. [2; 199]

The analysis of some pedagogical literature and research conducted in recent years also provides a detailed explanation of the concepts of "creative", "pedagogical creativity", "creative abilities", "creative competence". There are many definitions of the concept of "creative approach" in scientific, philosophical, literary, or simple language. Based on the analysis of the literature, we can say that the term creativity appeared in Anglo-American psychology in the 60s, which studied the issues of the relationship of creativity to the intellect and the psychological aspects of creativity and its dependence on individual characteristics. MN Gnatko analyzed the mechanisms of creativity in two types. These are:

- Potential creativity is a necessary condition for creativity, which means that teachers are ready to be creative in any situation, and as a result to realize their ideas.
- Creativity in activity - this is creativity in a particular field [6; 193].

Creativity does not just happen in educators. The active use of epistemological, axiological, and creative technologies (technological means of education) in the educational process creates the basis for the development of creative potential. This is a social requirement of the time, and the effective organization of pedagogical activity requires teachers to work on themselves, to enrich themselves creatively, to be aware of the achievements of science, and to integrate them into their work in line with the development of society.

In his research, BH Khodjaev said that "the development of historical thinking in students through modernized didactic support has a teacher's desire for innovation, overcoming difficulties in mastering and using it in their pedagogical work, active and creative application of innovative innovations in their work, their authorial ideas. and creative creativity, which is associated with the ability to find a heuristic way to positive solutions in different pedagogical situations. [4; 12]

Sh Qurbonov., E.Seytxalilov, R.G.Safarova, M.A. Yuldashev, M.B. Urazovas emphasizes that the development of motivational and personal development situations, their formation based on the structural structure of students' learning activities is a process that depends on the creative abilities of the teacher [5, 87].

Based on the opinions of our scientists above, we can say that raising creative potential is the first step to achieving ideal creative competence. Accordingly, the development of the creative potential of educators as a creative process is a changing process and will continue to be a social requirement of the time. Because the educator working in preschool education, which is the primary link in the system of continuing education, the effective organization of pedagogical activity requires teachers to work on themselves, to enrich themselves creatively, to be aware of the achievements of science and apply them in their work. Developing the speech and thinking of pupils of preschool educational institutions based on a creative approach requires high pedagogical skills and a new approach to the educational process.

A person must enter into personal, social, economic, and professional relationships in his life, take his place in society, solve problems, and most importantly, have the basic competencies necessary to be competitive in his field, profession.

Based on our pedagogical activities and observations, we can say that educators must have the basic creative competencies necessary to be competitive in their field, profession. In our opinion, every educator should be committed to the profession:

- Demonstration of intellectual and creative initiatives;
- breadth and depth of professional knowledge;
- have intellectual abilities;
- readiness for various conflicts;
- be able to promote creative ideas and express a critical attitude to them;
- Striving for innovation;
- Understand their opportunities, shortcomings, and successes by comparing their own experiences with the experiences of others;
- be able to understand their creative aspects;
- be able to show themselves, be ready to put innovations into practice;
- Every educator can choose the most suitable educational strategy for himself in the design of the process of speech development and development of thinking.

In summary, the implementation of a creative competency-based approach in pedagogical education helps to achieve its main goal, which is to help children develop their hidden mental abilities (intelligence, speech fluency, and logical thinking) through pedagogical support.

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