



PROFESSIONAL DEVELOPMENT OF FUTURE TEACHERS BASED ON CREATIVE PEDAGOGY

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Abstract

This article describes the results of experiments on the development of creative competence of future teachers, the characteristics of individual creativity, the factors and ways of developing creative competence, as well as methods and strategies of creative teaching.

Keywords: future teacher, experiments, creative competence, creative qualities, creative methods and strategies.

Introduction

Choosing an innovative way of development, creating high technology and implementation, knowledge in the socio-economic development of the country and the growing demand for data is in great demand by highly qualified specialists in the cream. These are new forms of integration of education, science and industry requires and a new generation to train competitive professionals. Identifies the formation of teachers as one of its priorities. In the process of globalization and integration of education in the world, the issue of developing the professional training of future teachers is identified as one of the urgent tasks. Improving the quality of the education system in Uzbekistan, creating the necessary conditions for the training of qualified specialists on the basis of international standards, advanced pedagogical technologies based on international educational standards in the educational process in each higher education institution, teaching The main tasks of radical improvement of the education system are the wide introduction of programs and teaching materials, the development of modern professional knowledge and creative abilities of students, research and teaching staff.

Today in the world to increase the competitiveness of graduates on the basis of a creative approach to education, to create a modern methodological support for designing the creative educational process through the development of creative qualities of teachers, to develop students' creative abilities in the field of professional activity. The issues of increasing the social role in the process of ensuring the quality of education are being studied as one of the current areas. In this regard, it is





important to modernize the content of modern education on the basis of advanced foreign experience, to create an innovative learning environment, to further improve the pedagogical mechanisms for developing students' creative abilities through the widespread application of interactive teaching methods and technologies. In recent years, the education system of leading foreign countries has paid special attention to the formation of creative qualities in students. This was followed by Bronson, Merriyman (2010), Ken Robinson (2007), Fisher, Frey (2008), Begetto, Kaufman (2013), Ali (2011), Treffinger (2008), and b. Many studies have been conducted by According to Patti Drapeau, creative thinking is, first of all, comprehensive thinking on a particular issue. Comprehensive thinking requires students to rely on a wide range of ideas in their assignments, problems, and assignments. In contrast, one-sided thinking is based on a single correct idea. There is no denying the one-sided and multi-faceted approach to the issue in observation. Consequently, one-sided and all-round thinking is equally important in shaping creativity. Patti Drapeau said, "Even if you think you're not creative, I recommend that you start organizing classes to develop creative thinking right now. In fact, it's not about whether you're creative or not, it's about organizing lessons in a creative way and trying to put new ideas into practice.

Gardner explains the concept in his research: "Creativity is a practical action performed by an individual, which must reflect a certain innovation and have a certain practical value." Based on the above ideas, the concept of "creativity" can be interpreted as follows: unwanted creative ability As mentioned, the qualities of creativity do not develop spontaneously in educators, as in all individuals. Accordingly, research explores a number of ways in which individuals (including educators) can successfully develop creative qualities. Patti Drepeau has also identified four ways to successfully develop creative qualities in an individual (including educators): Developing creative thinking skills. Develop practical creative skills. Organization of creative activity processes. Use of creative products. Creative potential is closely linked to creativity focused on the learning process. In the scientific research of pedagogical scientists O.Musurmonova, N.Egamberdiyeva, E.Yuzlikayeva, Sh.Sharipov, Sh.Shodmonova specific aspects of the development of creative qualities in students in the formation of professional-innovative training of future teachers, the impact on the development of creative qualities social factors, personality activity, as well as ways and forms of formation of critical, creative thinking in students, existing pedagogical conditions, didactic support, as well as the content of pedagogical creativity.





The creative potential of the educator, in contrast to traditional thinking, is manifested in: - speed and flexibility of thinking; - ability to create new ideas; - not thinking in the same way; - originality; - initiative; - tolerance of uncertainty. In order to have creative potential, the educator must pay attention to: - a creative approach to professional activity; - be active in creating new ideas; - independent study of advanced pedagogical achievements and experiences; - Exchange of views with colleagues on pedagogical achievements. Every educator's ability to develop and express themselves is directly related to his or her creative ability. Typically, educators' creative abilities are ensured through the pursuit of pedagogical problems, the implementation of research or research projects, and the achievement of creative collaborations. Stages of formation of a creative personality:

- Step 1: Mastering the theoretical and methodological foundations of such disciplines as pedagogy, psychology, philosophy, aesthetics.
- Step 2: To develop the skills to apply the acquired theoretical knowledge in the process of continuous and continuous pedagogical practice, as well as in the process of practical training and independent learning.
- Step 3: Achieve the transformation of practical skills based on independent study and creative research into skills.
- Step 4: Psychological preparation for effective organization of professional activity based on existing theoretical knowledge, practical skills and abilities.

The effective organization of professional activity in these forms by the educator depends on the degree of his creativity. Creative thinking can be clearly reflected in every social area. The creativity of a teacher is reflected in his / her creative approach to the organization of professional activities. The development of creativity in students requires the organization of the teaching process in accordance with the level of knowledge of students, the level of mastery, the source of education, didactic tasks. It is necessary to observe the following pedagogical conditions: to provide an environment for students to decide on the tendency to engage in creative activities, to form learning needs and to show independence in the educational process; to create favorable conditions for creative thinking in students, to tolerate the variety of ideas and ideas expressed by students and to ensure their active participation in the learning process, to instill in each student confidence in his ability to think creatively, regular stimulation of creative activity; individualization of the educational process based on the characteristics, needs and intellectual potential of the student; to develop students' skills of working individually, in small groups and in teams, to expand their creative potential, to encourage them to adopt non-standard solutions, ready to solve problems, along with standard solutions; selection and implementation





of interactive forms and methods of interactive training that allow to develop and improve the cognitive knowledge in practice, which is the basis for the development of creative activity.

Attracting the attention of future teachers in a creative environment uses an innovation for the purpose. Curiosity and suspicion awakening information, attracting future teachers and teaching them strengthens the aspiration. In higher education, too, teachers are creative in their future teachers as a team in the formation and development of thinking skills, small or be able to create the necessary conditions for them to work in large groups necessary. So far, any reported in the process of working in large and small groups there is an opportunity to develop the idea creatively.

The educator, realizing the importance of a sense of community in creative classes, constantly changing groups and working as a team with future teachers; develops the ability to respect the abilities and skills of others. However, creativity is when individual work is effective in certain situations it is advisable to work in small groups in the classroom, because creativity skill is a social phenomenon; According to A.J. Rowe, creative ideas are community is formed in the process of working and as a result of creative collaboration.

From the above, it can be concluded that the pedagogical needs, interests and areas of special importance of students should be studied systematically. The organization of the teaching process on the basis of ideas, concepts and best pedagogical practices that serve the creative interests and needs of students also serves to form a meaningful and active approach to the development of creativity.

Based on the development of students' creative skills, it is necessary to pay special attention to the development of their specialized pedagogical competence, including the widespread use of modern information and communication technologies, innovative strategies, interactive teaching methods and technologies.

In conclusion, it should be noted that the higher education system is creatively competent. Introduction of the approach to the purpose, content, form of teaching, teaching methods, pedagogical technologies, methods of control and teaching and learning make significant changes in the relationship between the learner requires Accordingly, the organization of education in higher education institutions lectures, practical, seminars and laboratory classes in existing forms in terms of content. Problem-based learning of lectures. In the form of seminars, creative thinking and practical exercises focus on developing research skills appropriate.





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