PREPARING TEACHERS FOR A CREATIVE APPROACH TO EDUCATION

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Annotation
This article is about the preparation of educators for a creative educational approach, the problem of creativity is interpreted as the basis for the effective organization of individual creative activity and the creation of a creative product in the pedagogical process.
Creativity is one of the main categories that ensure the effective functioning of the individual, and a creative approach to the educational process serves to develop the quality of knowledge acquisition of students on the basis of their creative activity. as well as creativity is an integral part of human spirituality as a category of personal development, a factor of personal self-development, the basis of personal zeal, not in the diversity of knowledge possessed by the individual, but in the pursuit of new ideas and the established stereotypes are manifested in reforming and changing the process of creating innovation, in making unexpected and unusual decisions in the process of solving vital problems.

Keywords: educational, creative, pedagogical, subject, technological, thinking, cognition.

Introduction
The current system of education, along with the knowledge of future educators to master scientific resources, their effective use in the pedagogical process, is relevant to each training session, each process subject, educational mechanisms. requires a creative approach. From this point of view, the problem of preparing future teachers for a creative approach to the process of technological education and the creation of educational innovations that serve to form the initial labor skills of the younger generation in various fields of life and production is to create intellectual resources for socio-economic development. in expanding training opportunities is of particular importance[2].

At present, the world has identified priorities for improving the field of pedagogical education, including the development of the content and scientific-methodological base of training qualified and creative teachers, finding non-standard pedagogical solutions to the problems of the educational process, education. A number of scientific researches are carried out to improve the quality of teaching materials on the basis of motivation to master them. Thus, the preparation of educators for a creative approach to the process of technological education, which has great potential for the formation and development of creative thinking, is of great scientific and practical importance[7].

In preparing educators for a creative educational approach, it is advisable to pay attention to the following. Theoretical substantiation of the problem of cultivating creative thinking of educators and preparing them for creative activity as a pedagogical problem, analysis of its content and features; Development of a model and methodology for preparing educators for a creative approach to technological education, based on the definition of the pedagogical conditions of the specific features of the creative approach to technological education; clarification of forms and methods, means that provide preparation of educators for a creative approach to technological education, scientific substantiation and examination during pedagogical practice; substantiate the mechanisms to ensure the compatibility of teaching methods, forms and tools in the creative approach of educators to the process of technological education[3].

Today, as we observe the product of the development of the human mind, science, we are confronted with unique and astonishing examples of individual creativity at every step. These include the virtual world, touchscreens, fruits and vegetables of different colors and shapes, soilless crops, and more. All of this is the highest product of a person's thinking. Planes, helicopters, computers, telephones, and even lights, which are common to us today, were once imaginary, and were later created as a result of ingenuity and thinking. It is safe to say that the invention of the wheel is an important result of human creativity[9].

Today, such innovations create comfort in our daily lives, lighten our burdens and bring us closer. In this way, creativity has become an integral part of development. There is a high demand for creative thinking professionals in all fields. Given this social need, we can see the importance of teaching the younger generation to think creatively as well[6]. As one of the characteristics of maturity, Farobi pays special attention to the relationship between the individual and the team, the impact of the team on the development of the individual: "Everyone is structured by nature in such a way that he needs a lot of things to live and achieve a high level of maturity, he can't

achieve such things on his own, he needs a community of people to achieve them. ildi. It is therefore necessary to live, it is only through the union of many people who bring people together and help each other that man can attain the maturity he aspires to by nature[1].

The activities of such team members as a whole provide each of them with the things they need to live and grow. " There are two types of human abilities: the innate and the acquired. emphasizes Abu Ali ibn Sina emphasizes the importance of relying on reason and science in human activity and the study of the world, and emphasizes the need to rely on the science of logic in solving problems: "Any knowledge that is not weighed on the scales of reason is unfounded. That's why it's so important to study logic. " According to him, the cessation of knowledge means the death of a person: looks like. As long as the light does not stop burning - you are alive[4].

If he dies, you will die. " Many people feel that they do not have the ability to be creative. This can be justified for two reasons: first, most people do not adequately explain what the concept of "creativity" actually means; second, they are unaware of what qualities are directly reflected in the basis of creativity. A creative person is a person who is able to take an unconventional approach to finding solutions to problems, to find non-standard solutions, to move away from existing stereotypes, and to have an internal motivation for doing so. The creative process is the process of giving a person creative thinking and finding non-standard solutions to problems. Methods and techniques used in this process[8].

Creative environment - created conditions, environment, stimulating situation and people, organizational activities that help to show creativity.

The concept of creative product is very broad, it includes innovative techniques and technologies, ideas, new paradigms, new styles in science and art, products and so on. At this point, the question of what criteria to define a creative product is important. Since one of the main criteria of creativity is non-standard, it means that a creative product is created as a result of combinations, analysis and synthesis that have not been used before. We consider it appropriate to add creative thinking to the above aspects of creativity[11].

Creative thinking is a non-standard and unconventional form of thinking. Creative thinking begins with a unique view of things and events in the world - creative perception. The occurrence of creative perception is directly related to the psychological state of the person. In the next stage, non-standard conclusions, solutions and views are formed on the basis of non-standard combinations (generalizations, analysis, synthesis, abstraction, selective insight, etc.) that occur in the human brain[14]. The development of a child's social creative activity takes place

periodically, and this should be expressed as the transition from one level of manifestation of his social activity to another[12].

Phase I is the initial level of social activity ("family reality") in the child

the practical nature of the relationship with the surrounding reality and its application to adults (parents, yen and b.). The activity of the child is married

to meet their needs. For the child, his parents (their place

invaders) have dignity.

Phase II - The first level of social activity ("reality in the situation") is the child inability to be separated from the events that take place and its complete dependence on the situation

described. At this level, the situation that determines the nature and direction of a child's behavior is important[13].

Phase III - the second level of social activity ("reality on the situation") the child is free from the influence of the flow of situations and understands the situation with the help of his "precious compass". For him, the methods and means of coping, that is, the "weapons" and their psychological forms, are also important.

Phase IV - In the third level of social activity ("self-realization") the child is his own develops a model of situations and seeks to establish "work-related" relationships with the adults and peers around them. In this way, he demonstrates his "I" and defends his "space", and his egocentrism, that is, his attitude to the world and his manifestation in this world, is revealed[5].

Phase V is the fourth level of social activity ("other reality") of the child by striving to overcome egocentrism and recognize the dignity of others determined. For a child, all living things around him: flora and fauna, human dignity.

The levels of social activity determined determine the nature of the child's interaction with social reality and the ways of socio-personal development in various interpersonal relationships. All of the above shows how complex the process of social development of a child is. Preschool is an important period in the formation and socialization of the individual. Personal development predicts that his needs will ultimately come in the realm of creativity rather than consumption.

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