

PEDAGOGICAL PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF CREATIVE ABILITIES OF FUTURE TEACHERS

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Abstract

This article discusses the theoretical and practical aspects of professional practice in determining the professional and personal qualities of future teachers requiring the development of their creative abilities, its improvement and reform, the pedagogical and psychological aspects of the development of requirements that significantly change the professional activity and supplement it with new content.

Keywords: Creativity, ability, intelligence, future teacher, methodology, innovation.

Introduction

In the conditions of the new Uzbekistan, the introduction of new state educational standards sets theoretical and practical aspects of professional practice, defining professional and personal qualities of future teachers requiring the development of their creative abilities, improvement and reform, which will significantly change and complement the professional activity. This is because these standards are based on a competency-based approach that differ from their ancestors in that they are aimed not at the formation of knowledge, skills and qualifications, but at the formation of a person capable of continuous learning, development of needs and abilities.

The increase in the professional responsibility of the future teacher and the change in his role in society will ensure that they will be able to quickly adapt to the rapid changes in the educational process, be highly active, constantly develop and be ready for independent learning, be aware of modern teaching approaches and technologies and be able to apply them effectively. The teacher should not limit himself to the curriculum, the organization and assessment of the lesson, but

also develop the special needs and capacities of the students, keep them interested, be able to follow him, and always "one step ahead" of his students. Thus, the young teacher will be able to impart new knowledge to his students and help them to complete their assignments.

One of the most important factors in their creative development is the creation of conditions conducive to the formation and development of creative abilities of future young professionals. Foreign researchers have also done research on the great importance of developing the creative abilities of future young teachers. Scientists such as N.G. Alekseev and E.G. Yudin are of the opinion that it is necessary to identify students "who are the most talented, have a tendency to independent creative activity", "to create conditions and impetus for them to manifest themselves at the highest level."¹

Scientists such as S.I. Arkhangelsky, D.N. Bogoyavlensky, N.A. Menchinskaya propose to increase the scale of research directions in training future teachers.² Having studied the requirements of the employer for the professional training of future specialists, the scientist G.I. Baturina notes that the first place among the requirements is occupied by creative potential, flexible approach to work, ability to learn (83 percent).³ For V.A. Slastyonin, the individual-creative approach in the innovative activity of the future teacher implies the recognition of the teacher's self-perception as a creative person, the identification of professional personal qualities that require its improvement and reform. The need for self-improvement is the main quality of a novice teacher. Therefore, the system of vocational training in higher education institutions should be aimed at the formation of the future novice teacher, capable of self-education and creativity. And professional practice as part of the vocational training should reveal its potential.⁴

Our observations in the course of scientific research showed that not all future young pedagogical specialists independently determine the direction of professional development, restructure their activities, do not have the skills to

¹ Alekseev N.G., Yudin E.G. On Psychological Methods of Studying Creativity.- Moscow, Nauka, 1971, - p. 22

² Bogoyavlensky D.N., Menchinskaya N.A. Psychology of Knowledge Assimilation in School. Moscow: 1959.-347 p.

³ Baturina G.I. Introduction to the Pedagogical Profession: Textbook / G.F. Kuzina.-2nd ed., ster. -M.; Academy, 1999 - p. 176

⁴ Slastenin V.A. Formation of the personality of a teacher of the Soviet school in the process of his professional training. - Moscow: Prosveshchenie, 1976.-e. 160, 36-54

quickly enter into interaction and communicative relations, and they hesitate a lot. They need practical assistance in choosing the necessary literature, forms of knowledge and professional development, understanding their professional needs and difficulties, manifesting themselves, putting their pedagogical ideas into practice, determining in what cases to apply to educational service providers. For this reason, it is necessary to increase the knowledge of future teachers, meet their professional needs, use internal opportunities to find optimal solutions in certain problematic pedagogical situations, self-motivation and encouragement, determine self-development strategies, activate creative abilities, improve skills and qualifications for innovative processes, in short, scientific and methodological development. It is necessary to pay special attention to the creation of favorable conditions for accompaniment.

In the development of creative abilities, improvement and reform of future teachers, it is necessary not only to master theoretical knowledge and practical qualifications and skills of working with students. The teacher also requires the formation of students the professionally significant qualities of the teacher's personality, faith, orientation to work at school, interests and abilities for creative pedagogical activity. Here, in order to develop students' creative abilities, teachers in universities and institutes need to constantly expand their worldview and improve their knowledge. Above all, the teacher must be creative, think creatively, create a creative atmosphere in the audience and creatively organize the learning process in higher educational institutions. In this regard, the problem of our research is the scientific substantiation of the system of pedagogical conditions for the development of creative abilities, the organization of its improvement and reform, which allows the development of creative abilities of future teachers.

Due to the reforms being carried out in our country, major changes taking place in society, higher education institutions, preschool and school education also face the task of solving problems related to the formation of creative young teachers in all spheres of educational activity.⁵ For solutions to these problems, one of the main tasks of the state is to bring up talented, creative, thought-minded young people, who consider the development of creative abilities as its main problem.

⁵ <https://internationaljournals.co.in/index.php/giirj/article/view/5134>

Today, the teacher, when working with children, should pay attention to the use of teaching methods and methods that will contribute to the more effective development of these skills, activate the intellectual and practical competencies of students. For this purpose, it is desirable for the teacher to make the most of the conditions and opportunities of the educational institution.⁶

The famous medieval philosopher Abu Nasr ibn Muhammad al-Farabi, who is recognized as the "Aristotle of the East", likens the activities of teachers to the domination of the country: "Such a person (teacher-teacher) must attain the highest level that a person can attain, to take a place at the peak of happiness. He is the Guardian of all the ways of happiness."

The scientific substantiation of the system of pedagogical conditions for the development of creative abilities, the effective organization of the process of their improvement and reform of future teachers is a complex and multifaceted issue. Below we present the main ideas and components for the scientific justification of this system:

1. Theoretical approach to scientific substantiation.

Creative abilities are a person's potential to find new and unique, original ideas and solutions, apply innovative approaches to existing problems. In a teacher, these abilities play an important role not only in their work, but also in the formation of creative thinking of students.

The main theoretical approaches are:

- A creative pedagogy approach (as exemplified by the Torrens, Guilford studies)
- Activity-oriented approaches (based on the studies of Leontev, Vygotsky)
- Person-Centered Education (based on Rogers, Maslow Studies)
- Competence approach (based on modern Uzbek education concepts)

2. System of pedagogical conditions

Conditions for the development of creative abilities are systematized as follows:

a) Psixologik-pedagogik muhit

- To be able to think freely, to be comfortable with expressing one's opinion
- Positive emotional environment

⁶ Azimov S.S., Avliyakov M.M., Sobirov T.R., Badiyev M.M.- Didactic tasks in the development of spatial imagination of students European science-2021. № 2 (58)

- Learning from a personal approach
- b) The content and methods of education
 - Integrated, interdisciplinary approaches
 - Problem-based learning
 - Project-based and research-based classes
 - Game-Based Teaching (Based on Gamification Elements)
- c) Information and communication technologies (ICT) capabilities
 - Creative assignments on digital platforms (based on presentations, blogs, website creation)
 - Work with media projects and interactive applications
 - Use of distance learning and open online courses
- d) Pupil grading system
 - Alternative methods for evaluating creative works (based on portfolio assessment, reflective, cross-evaluation)
 - Process Oriented Monitoring, Not Results

3. Expected Results

- Future teachers will develop independent, critical and creative thinking abilities
- There will be enough pedagogical specialists who can solve problems with new and modern approaches
- The quality and effectiveness of education will increase, and as a result, the knowledge of young people will increase.

In conclusion, today the process of developing their creative abilities, improving and reforming future teachers is one of the main issues, we think that it is necessary to carry out systematic activities in the following areas:

First of all, the changes that are taking place today in the field of education should serve as a basis for strengthening the knowledge, creativity and activity of future teachers.

Second, take measures to implement methods for the formation and development of creative abilities of future young teachers in today's globalized and informationized digital era in accordance with modern requirements.

Thirdly, it is necessary to select creative and talented, talented, young teachers, form teams of talented young teachers using their capabilities, develop concepts for the further development of the industry through dialogues.

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