

PEDAGOGICAL FOUNDATION FOR THE PROGRESS OF FUTURE TEACHERS' CREATIVE COMPETENCE

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Abstract: *the findings of experiments on the development of creative competence in prospective teachers, personal creativity attributes, elements and techniques of building creative competence, and methods and tactics of creative teaching are emphasized in this article. Choosing an innovative path for growth, developing and adopting cutting-edge technology, and the expanding significance of knowledge and information in the country's socioeconomic development all place a premium on highly skilled individuals*

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This necessitates new forms of integration of education, science, and production, and identifies the establishment of a new generation of teachers capable of educating competitive experts as one of the goals. Modernization of higher education institutions and educational processes, improvement of the quality of the pedagogical training system, equipping future teachers with modern professional competencies, formation of archeological motivation for professional activity in them, pedagogy is regarded as an important task in the process of developing creative competence [1].

A questionnaire survey, pedagogical observation, and interviews were conducted as part of experimental work at Fergana State University to establish the degree of creative capacity of potential instructors and their current conceptions about it. The experimental effort includes 124 fourth-year students from Fergana State University's Faculty of Philology, Department of Foreign Language and Literature, and Department of Primary Education and Sports Education from the Faculty of Preschool and Elementary Education.

The experimental investigation made use of S. Mednik's questionnaire [2] and Paul Torrens' "Creative Abilities Learning Test" [3]. Following an examination of the questionnaire and test results, the following circumstances were identified:

21% of those polled demonstrated a high degree of inventiveness. They are artistically engaged and curious, and they often push numerous activities. 36% of respondents demonstrated a medium degree of inventiveness. Their creative aptitude may not always show up. It is vital to cultivate creative abilities. 43% of respondents have a poor degree of inventiveness. They work hard to market the program, yet their ingenuity falls short.

Based on the findings, we cannot consider future teachers' inventiveness to be beneficial. Because, according to our educational observations and surveys, whereas 70-80% of students had the chance to learn creative competence, only 30-40% of students were able to display creative competence attributes. Based on the above, it is important to mention that prospective teachers lack sufficient knowledge, skills, and qualifications in terms of creative competence, and the educational process aimed at building their creative competence has its own peculiarities.

As a result, pedagogues' primary role is to teach theoretical information about creativity in young people, its special characteristics, and to build students' creative skill based on them. The educational process, comprising active educational technologies in topic teaching, entertaining and relevant class organization using non-traditional forms, techniques, and tools, yields the desired outcomes in the good solution of this assignment [3].

Individual creative abilities develop consistently at different phases. A person's creative skills guide his individual abilities, natural and social energies to the quality and efficiency of his professional job. Here are a few examples of personal creative qualities:

Personal characteristics of creativity include:

- ❖ Creative leadership
- ❖ Logical thinking ability
- ❖ Erudition
- ❖ A vivid imagination
- ❖ Influence and initiative in terms of creativity
- ❖ Full expression of one's creativity
- ❖ Reflective ability

The ability to make new judgments based on prior experience and information. As has been said, the creative skills of teachers do not develop on their own, as they do in all persons. As a result, the study gives insight on a variety of approaches for effectively developing creative abilities in people (including educators). Patty Drepeau also demonstrates four effective methods for developing creativity in people (including educators).

Future instructors may completely exhibit their creative thinking abilities in a relaxed setting. It will be impossible to properly build or develop future teachers' creative thinking abilities if they feel failure and anxiety, or if they confront criticism. Only by making creativity a habit will future educators effectively develop creative

thinking abilities. The techniques and tools they use to assess their complete comprehension of the subject's material and creative thinking abilities are critical in this process [4].

A pedagogue plays an important role in the development of prospective teachers' creative thinking abilities. "The role of the pedagogue in this process is to create an environment of creativity in the audience." However, in the pedagogical group, it is vital to establish an atmosphere in which potential teachers may freely express themselves and share their views and ideas. Future instructors should stray from existing regulations and standards and act freely in asking varied questions in order to further stimulate the processes taking place in the human mind. The pedagogue encourages prospective instructors' creativity by disclosing unexpected ideas and promoting them vocally and nonverbally. The pedagogue's right attitude toward the creative ideas presented by future instructors is critical for their knowledge of achievable and impossible situations. All of these factors contribute to the success of future instructors and are an essential aspect of the pedagogue-student interaction. Future instructors who learn in a creative atmosphere progressively grow more interested in doing creative activities, and they tend to think creatively as a consequence of witnessing a pedagogue with creative thinking. A creative learning environment fosters critical and creative thinking abilities, which are crucial in the educational process of future teachers. The capacity of future teachers to think creatively is determined by the amount of information available in the creative environment. A well-thought-out strategy is required to create a creative educational atmosphere.

If pedagogues wish to attain high efficiency in implementing their creative teaching techniques and tactics (that is, thinking widely and structuring the creative thought process), they must instill this in the minds of future teachers and take their responsibilities seriously. Furthermore, "only in a creative environment will future teachers be able to understand the content of the subject they are studying, the interaction between educational information, and begin thinking about it."

Certain variables impede the development of pedagogues' creative characteristics and talents. As a result, educators should concentrate on removing these variables from the educational process. The following variables impede a person's ability to generate creativity:

1) avoidance of danger; 2) acceptance of roughness in thought and action; 3) underestimating of own fantasy and imagination; 4) submission to others; and 5) thinking exclusively about success in all cases [5].

A pedagogics employs something fresh to catch the attention of future instructors in a creative setting. Curiosity and skepticism are piqued by information that piques the interest of prospective instructors and improves their desire to learn. Pedagogues at higher education institutions should be able to establish the essential circumstances for future teachers to build and develop creative thinking abilities, allowing them to work as a team, in small or big groups. After all, the act of working in big and small groups allows for the creative development of any ideas voiced. Recognizing the significance of team spirit in creative workshops, the pedagogue continuously switches groups and instills in future teachers the skills of working as a team, recognizing the strengths and capabilities of others. Although solitary work may be helpful in certain instances, it is best to work in small groups in creativity courses since creativity is a social phenomenon; according to A. J. Rowe, creative visions are produced during the teamwork process and as a consequence of creative collaboration [6].

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