



DEVELOPING THE CREATIVE QUALITIES OF FUTURE TEACHERS

N.Z. Imamova

Lecturer, Tashkent State Pedagogical University Named After Nizami, Uzbekistan

ABSTRACT: - Creative mechanisms for developing students' organizational skills in the process of independent learning in higher education institutions around the world are applied to the educational process. In this regard, to implement large-scale projects to develop students' organizational skills in higher education, modeling the independent learning process, saving students' time and using it effectively, creating electronic information educational resources, using modern pedagogical and information and communication technologies, developing students' creative thinking and practical skills Systematic work is underway.

KEYWORDS: Creative quality, educator, development, preschool education, information educational resources.

INTRODUCTION

The formation and development of a creative person depends on the interaction of changes in his inner and outer world, socio-economic conditions and the human ontogeny - the content of activities that require continuity, succession from birth to the end of life.

The formation of a creative personality can be defined as the development of an individual in a mutually compatible creative activity and the creation of creative products. The speed and scope of this process depends on

biological and social factors, the activity and creative qualities of the individual, as well as the existing conditions, vital and professionally conditioned events. In modern conditions, it is necessary for a teacher to have creative qualities.

The main results and findings

Creativity (Latin, "create" - to create, "creative" - creator, creator) - is the creative ability of the individual, which characterizes the readiness to produce new ideas and is

“DEVELOPING THE CREATIVE QUALITIES OF FUTURE TEACHERS”

part of the talent as an independent factor [6].

In order to fully understand the general essence of the process of developing the qualities of creativity in a person, it is first necessary to understand the meaning of the concept of "creativity". According to Ken Robinson, "creativity is a set of original ideas that have their own value".

Gardner, on the other hand, 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." In terms of Email's approach, creativity means "having a high level of unconventional skills as well as a thorough knowledge of a particular field". Many studies have differing views on the relationship between intelligence and creativity. While one group of researchers argues that there is no connection between them, representatives of the second group point out that the level of creativity and intelligence are interrelated.

The concept of "creativity" reflects cultural diversity. For Westerners, creativity is a novelty in general. They focus on the existence of unconventionalism, curiosity, imagination, a sense of humor and freedom at the heart of creativity, while Orientalists, on the other hand, see creativity as a process of rebirth of goodness. Although Western and Eastern views on creativity are different, representatives of both cultures value this quality and its ownership. Many teachers feel that they do not have the ability to be creative. This can be justified for two reasons: first, even most teachers are not able to adequately explain what the concept of "creativity" actually means; second, they are unaware of what qualities are directly reflected in the basis of creativity. It should be noted that each person is naturally

creative. Well, how can teachers show that they have the ability to be creative. Patti Drapeau advises: "Even if you think you are not creative, I recommend that you start organizing lessons to develop creative thinking right now. In fact, it is not whether you are creative or not, but whether you organize lessons in a creative spirit and try to put new ideas into practice "[2]. According to Patti Drapeau, creative thinking is, first and foremost, comprehensive thinking on a particular issue. Comprehensive thinking requires students to rely on many ideas in the performance of their assignments, problems, and tasks. In contrast, one-sided thinking is based on a single correct idea. There is no denying one-sided and multi-faceted thinking on the issue in observation. Consequently, one-sided and all-round thinking is equally important in shaping creativity. That is, to complete the task, the student seeks several options for solving the problem (multi-faceted thinking), and then stops at a single correct solution that guarantees the most optimal result (one-sided thinking).

A person's creativity is manifested in his thinking, communication, emotions, certain types of activities. Creativity describes a person as a whole or its specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines the sharpness of the mind, "ensures the active involvement of students in the educational process."

In foreign countries, teachers, like specialists in all fields, determine the presence and level of their creative qualities. To do this, they are tested by E.P. Torrens, based in 1987, to determine if a person has creative thinking. This test allows you to assess a person's creativity and its level on such criteria as activity in the organization of creative activity, quick thinking, originality and perfection [1].

According to E.P. Torrens, the concept of "creativity" is based on the following: Creative thinking can be clearly reflected in any social sphere. The creativity of a teacher is reflected in his creative approach to the organization of professional activities. Due to the lack of creative qualities of the educator, students also have interesting and wonderful ideas, but still allow delays in expressing them. For this reason, the methods used in the educational process are determined by the fact that they do not serve to develop students' free, independent thinking skills.

Recommended by the author - to put forward a problem or scientific hypotheses; - check and change the hypothesis; - identify the problem based on the formation of the decision; - sensitivity to the contradictions of knowledge and practical actions in finding solutions to problems.

Creativity (Latin, "create" - to create, "creative" - creator, creator) - the creative ability of the individual, which characterizes the readiness of the individual to produce new ideas and is part of the talent as an independent factor, activity, quick thinking, originality and provides an opportunity to evaluate on criteria such as perfection. The answers to the questions suggested by the reader should meet exactly these four criteria.

Creative thinking can be clearly reflected in every social area. The creativity of a teacher is reflected in his creative approach to the organization of professional activities.

In recent years, this situation is characterized by the concept of "pedagogical creativity." "Creative pedagogy" should guarantee the following two conditions: 1) to attract the attention of students to the basics of science by teachers who have a low level of mastery of academic subjects and find it boring to study them; 2) to enable teachers to use

them effectively in the classroom by recommending strategies and tools that serve to encourage students to think creatively and creatively. Due to the lack of creative qualities of the educator, students also have interesting and wonderful ideas, but still allow delays in expressing them. For this reason, the methods used in the educational process are determined by the fact that they do not serve to develop students' free, independent thinking skills.

Creativity is gradually developed at certain stages. So when do the features of creativity appear in a person's activities? Although creativity is often seen in children's activities, however, this does not guarantee that children will achieve creative success in the future. Only this or that creative skill on their part represents the possibility that they need to master the skills.

Researcher N.Fayzullaeva believes that in order to gain pedagogical thinking, students must be able to master the following skills based on a thorough study of pedagogical knowledge: knowledge of the basic ideas, concepts, laws of pedagogy and the laws of development of pedagogical phenomena; the most important theoretical ideas of pedagogy, the main 1) to encourage them to ask many questions and to support this habit; 2) to promote the independence of children and strengthen their responsibility; 3) creating opportunities for children to organize independent activities; 4) pay attention to children's interests and know their concepts; knowledge of basic pedagogical facts; acquisition of practical knowledge about the general method of education and upbringing [5].

In psychology, E.P. Torrens developed a test to determine a person's creativity. According to E.P. Torrens, a person's creativity manifests itself in the following ways: In psychology

"DEVELOPING THE CREATIVE QUALITIES OF FUTURE TEACHERS"

today, a person's creativity is defined by two aspects specific to his activity. It uses tests that illuminate two aspects of the activity.

In higher education, students' ability to think creatively depends on how well the creative environment is structured in them. "Creating a learning environment that is fully creative is based on a well-thought-out plan. Teachers are most effective if they apply their creative teaching methods and strategies (i.e., organize a broad-based thinking and creative thinking process).

Pedagogical knowledge is the theoretical basis of a teacher's professional skills not to ignore questions, shortcomings and contradictory information;

to try to identify problems, to try to find solutions based on the assumptions made.

In addition, "only in a creative environment will students be able to understand the content of a topic, the interrelationships between learning information, and begin to think about it. Explaining the reasons for this and the conditions for overcoming them, such as: The effectiveness of the teacher's waterfall guidance approach is significantly lower than the methods and strategies aimed at enhancing students' learning. It must monitor and direct its activities."

CONCLUSION

The use of examples to illustrate the ideas expressed by the authors helps to clarify the views of teachers and students on the organization of the creative thinking process.

Students with creative thinking: express ideas that other students cannot think of; chooses a specific way of expressing themselves; sometimes asks irrelevant or unusual questions; enjoys tasks that remain open to solution; prefers to discuss ideas on the basis

of clear evidence; chooses an unconventional approach in finding a solution to the problem.

References

1. Bashina T.F., Ilyin E.P. Psychology of creativity, creativity, giftedness. - St. Petersburg: Peter, 2009. - p.
2. Drapeau Patti. Sparking student creativity (practical ways to promote innovative thinking and problem solving). – Alexandria – Virginia, USA: ASCD, 2014. – p. 4. 21
3. Muslimov N.A. Professional formation of future vocational education teachers / Monograph. - T.: Science, 2004. 4. Muslimov N.A., et al.
4. Technology of formation of professional competence of teachers of vocational education / Monograph. - T.: "Science and Technology" Publishing House, 2013.
5. Fayzullaeva N. Pedagogical knowledge is the theoretical basis of a teacher's professional skills // Continuing education j. - T.: 2006. Issue 6. - p 102.
6. Turakulov J., Hasanboev J., Hasanboeva O. Dictionary of pedagogical terms. T.: 2010.
7. Doniyorov, A., & Karimov, N. (2020). An incomparable book of a great scholar. Bulletin Social-Economic and Humanitarian Research, (8), 63-71.
8. Omonov, Q., & Karimov, N. (2020). Importance Of Ancestral Heritage. The American Journal of Social Science and Education Innovations, 2(09), 196-202.
9. Karimov, N. R. (2020). A True Successor of Great Central Asian Scholars. Journal «Bulletin Social-Economic and Humanitarian Research,(7), 62-69.
10. Borodina, T., Sibgatullina, A., & Gizatullina, A. (2019). Developing creative thinking in future teachers as a topical issue of higher education.

