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ON THE PROBLEMS OF DEVELOPING CREATIVE QUALITIES OF FUTURE PRIMARY CLASS TEACHERS

Khadicha Mukhamdiyeva

Associate Professor Of The Department, Ph.D Education, Pedagogy Of Primary Education Tashkent State Pedagogical University Named After Nizomi, Tashkent, Uzbekistan

Laura Saidakhmatova

4th Grade Student Of The Faculty Of Primary Education Tashkent State Pedagogical University Named After Nizami, Tashkent, Uzbekistan

Kamola Ormonova

4th Grade Student Of The Faculty Of Primary Education Tashkent State Pedagogical University Named After Nizami, Tashkent, Uzbekistan

ABOUT ARTICLE

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Abstract: This article presents analytical ideas about the creativity of the future teacher. In particular, it is the ability to find various original ideas in limited or weakly limited conditions. Teacher creativity can be called striving for creativity, creative approach to life, constant critical look at oneself and analysis.

INTRODUCTION

In the speech of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev at the 72nd session of the UN General Assembly on September 19, 2017:

"Our main task is to create the necessary conditions for students to show their potential, to prevent the spread of the "virus" of the idea of violence."

Modern pedagogy needs highly qualified pedagogical personnel. The implementation of this project will be carried out as follows:

1. Implementation of systems of moral and material stimulation of teachers;
2. Updating the requirements for the certification of pedagogical personnel;
3. Improving their qualifications;
4. Wide dissemination of the experiences of the best teachers.

The implementation of new modern standards requires not only high qualifications and continuous professional development from the teacher, but also a creative approach to his work. The teacher's

creativity, the ability to revise and improve his experience, to change what is known to everyone, and to be able to creatively use it, to create quality innovations, is becoming very important.

The concept of creativity (lat., eng. "create" means creation when translated from English). In fact, it is the creation of new, original (unique) more polished material and spiritual connections.

Creativity can be called: striving for creativity, creative approach to life, constant critical look at oneself and analysis. Based on the modern dictionaries of psychology and pedagogy, creativity of a teacher can be defined as the level of knowledge in his thoughts, communication, special activity, creative approach. The teacher's creativity is his ability to find all kinds of original ideas in strict, limited or loosely limited conditions.

Analysis of scientific literature allows to distinguish the following interrelated structural components of creativity:

1. Intellectual (mental);
 2. Moral (self-control);
 3. Motivational (purposeful);
 4. Emotional (feels exciting).
1. Creativity consists of the following interrelated parts:
 1. Creativity is the goal;
 2. Creative pursuit;
 3. Building a creative (installation),
 4. Creative direction;
 5. Creative expressive act;
 6. Creative self-management;
 7. Creative activity;
 8. Level of creative aspirations.

The teacher's creativity appears and develops in his creative activity.

K. Rodgers asks one of the most important questions for a creative person in his work "Creativity means self-empowerment": "Does my lifestyle satisfy me or interpret it correctly? The teacher's answer to this question is that he is a creative person who strives for professional and creative heights, has high creative skills, and strives to fully express himself creatively."

Thus, creativity is seen in the teacher's creative desire, creative ability, creative goal, direction, and self-control in the creative activity of the teacher, and it can be seen as a fully developing, self-active, self-directed student. It means that he is becoming a dying person. The creative potential of a teacher is reflected as his general characteristic. It is the first condition and result of creative activity. This quality represents a person's ability and readiness to express himself. In addition, on the basis of creative potential, the personal abilities, natural and social strength of each specialist are manifested as a whole. Creative potential is closely related to creativity focused on the cognitive process. The creative potential of a teacher, in contrast to traditional thinking, is manifested in:

- speed and flexibility of thinking;
- the ability to create new ideas;
- not thinking in one way;
- originality;
- initiative;
- tolerance of uncertainty;

In order for the teacher to have the potential of creativity, he should pay attention to the following in his professional activities:

- creative approach to professional activity;
- show activity in creating new ideas;
- independent study of advanced pedagogical achievements and experiences;
- sharing ideas with colleagues about pedagogical achievements.

The self-development and self-expression of each pedagogue is directly related to his creativity.

Usually, the ability of pedagogues to be creative is ensured by striving to solve pedagogical problems, carrying out scientific research or scientific projects, and achieving mutual creative cooperation.

A teacher does not become a creator by himself. His creative ability is formed by consistent study and work on himself over a period of time, and it gradually improves and develops. As with any specialist, the foundation is laid in the student years for future pedagogues to have creativity and it is consistently developed in the organization of professional activity. It is important for the pedagogue to direct himself to creative activity and be able to organize this activity effectively. In the organization of creative activity, a teacher should pay special attention to solving problematic issues, analyzing problematic situations, and also creating creative products of a pedagogical nature.

While solving problematic issues and situations, the pedagogue's creative approach to finding a solution to the problem helps him develop emotional and volitional qualities. By putting problematic issues in front of him, the pedagogue confronts evidence that contradicts his existing knowledge and life experiences. As a result, he feels the need to work on himself, study independently.

Teachers should be able to ensure free thinking of future pedagogues in classes. Only then will their thoughts become creative.

"In creativity lessons, instead of looking for a single "correct" answer, future pedagogues should feel free and calm and look for different solutions to the problems that have arisen. The more ideas and thoughts are thrown around, the more ideas are creative (Simonton, 1999). Students may encounter uncertainty when using the Brainstorming method.

Guiding future teachers in the right direction and then letting them go on an independent "journey" will strengthen their desire to come up with different ideas, even if they are creative and uncertain.

As Chuck Jones said, "Fear is inherent in any creative endeavor; creativity is the servant of creativity" (Goleman, Kaufman, & Ray, 1992). Orientation of future pedagogues forms the ability to act automatically without depending on the teacher.

High school students or qualified future pedagogues of higher courses divide the process into small separate parts and stages, encouraging young and inexperienced future pedagogues, which in turn contributes to the formation of creativity skills. (Amabile, 1998).

Teachers serve as coaches in providing future pedagogues with resources, advising, guiding, and developing criteria for determining their progress and success. Also, the future pedagogues of the senior year can be interested not only in the formation of internal creativity, but also in working in small groups, creativity and commenting (m: the journey of the mind, the limit of imagination, solving future problems, opening and discovering new things)".

A pedagogue with creative potential can demonstrate the following skills:

- being able to determine the nature and importance of the task to be performed;
- to be able to analyze the issue;
- making a plan to solve the problem;

- use effective methods (analysis, synthesis, induction, deduction, comparison, etc.) in solving the problem;
- to be able to choose the methods of solving the problem;
- justifying and rechecking the correctness of the decision;
- conducting a small research (research) in solving the problem;
- formalization of evidence related to the conditions of solving the problem, the progress of the process and summarizing the results of the solution of the problem.

The creative potential of a teacher includes the following structural foundations:

Purpose-motivated approach (creative activity is valued and it is visible in the pedagogue's interests, motives, and efforts to organize activities);

Content-based approach (reflects BKM of a pedagogical, psychological, special and innovative character); Quick-active approach (represents actions related to certain mental and logical thinking, as well as practical (special, technical, technological) methods of activity);

Reflexive-evaluation (in which the understanding of the nature of personal creative activity, self-analysis and self-evaluation are prominent);

The pedagogue's scientific and research work and the implementation of scientific or creative projects further develop his creativity potential. As a result, the educator:

- gets used to creative thinking;
- thoroughly master the skills of conducting scientific research activities;
- independently analyzes the achievements of pedagogy or specialty science and the possibilities of using best practices;
- actively participates in the implementation of scientific research and creative projects conducted by the pedagogical team.

CONCLUSION

In conclusion, guiding future teachers in the right direction and then letting them go on an independent "journey" will help them to come up with different ideas, even if they are creative and uncertain. strengthens.

A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific features, mental sharpness. Also, creativity is reflected as an important factor of talent.

Creativity can be called: striving for creativity, creative approach to life, constant critical look at oneself and analysis. Based on the modern dictionaries of psychology and pedagogy, creativity of a teacher can be defined as the level of knowledge in his thoughts, communication, special activity, creative approach. It is not necessary for a teacher to be creative or not, but to organize lessons in the spirit of creativity, to try new ideas in the educational process. In the lessons, the teacher moves in the following 4 directions according to the "road map of creativity", and the actions in them are considered signs of creativity of pedagogues (Patti Drepreau): demonstration of creative thinking skills; be able to use strategies that encourage future pedagogues to master academic subjects with interest; innovative approach and creative approach to finding solutions to pedagogical issues; expected result.

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