



Forming the Professional Creativity of Teachers of Education Through the Use of Pedagogical Technologies

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Abstract: In this article, the essence of creativity, social factors affecting the development of creative qualities in a person, the creative approach of educators and educational activities and methods and strategies of creative teaching, the essence of creativity, social factors influencing the development of creative qualities in a person, the educator creative approach of pedagogues to educational activity is described.

Keywords: Social factor, creativity, pedagogues, education, creative approach, method, strategy, activity, intellectual potential.

Introduction: Today, along with the advanced countries of the world, great attention is paid to the reform of the education system in our republic. Such modern socio-economic developments, modernization of the educational system, its structural reconstruction, changing and updating the educational programs taking into account the modern achievements of education, science, technology and technology, economy and culture on a global scale. holds in As a type of educational institution, preschool educational organization has common features related to the education, education, development and health of children. differs significantly from pedagogical processes in other educational organizations, and today attention is being paid to this type of education. One of the important shortcomings of modern professional pedagogical education is its weak influence on the

development of the creative potential of future teachers, including history. The analysis of the activity of teachers of modern higher educational institutions shows that the level of pedagogical practice aimed at developing their creative abilities is not sufficient. In the future professional and pedagogical activities of most teachers, the creative work system, stereotyped methods and methods focused on the algorithmic actions of students prevail. Therefore, one of the most important tasks of pedagogical higher education institutions that prepare history teachers is to develop creativity in future teachers, to increase their creative potential, to add elements of creativity in the professional and pedagogical activities of future teachers. consists of preparation for llash.

Honorable President Sh.M.Mirziyoyev, who is able to continue the work he started, is an all-round accomplished leader, who has an urgent task - the task of educating the next generation as a perfect human being. In the address of the President of the Republic of Uzbekistan Sh. Mirziyoyev to the Oliy Majlis, "from the moment a child is born, mental activity increases, moral, aesthetic and physical qualities are formed in him before school age. Therefore, our strategic goal for the development of the field of preschool education in the coming years is to create the necessary conditions for every child of kindergarten age to be fully covered by this field of education. By the end of next year, we should reach 65% of pre-school education coverage, and by the end of 2023, it should reach 75%. As Mirziyoyev said at the meeting on the fundamental improvement of the preschool education system on October 19, 2019: "No matter what field we choose, we cannot achieve any change or a prosperous life without educating modern mature personnel. In this regard, the preparation of personnel and the healthy gene pool of the nation begins first of all with the pre-school education system. Adapting to the innovations of the modern world, preparing the young generation for the life of a constantly renewing society and developing the ability to actively participate in the processes of its improvement in accordance with the requirements of the time is the main task of today, and the activity of pedagogues and a new approach to the educational process are of great importance in this.

PF-5349 dated February 19, 2018 and PF-6079 dated October 5, 2020 "On measures to further improve the field of information technologies and communications" of the President of the Republic of Uzbekistan "Digital Uzbekistan" — 2030" In accordance with the Decree No. 3549 dated February 19, 2018 "On the organization of the activities of the Ministry of Information Technologies and Communications Development in the Republic of Uzbekistan" As in other areas of our

society, in the field of preschool education, the wide use of information technologies and communications in educational processes improves the quality of education. is becoming one of the means of providing.

At the current stage, vocational school educational organizations are considered an important link in the education of mature individuals and the development of a mature generation. Vocational school educational organizations are a sphere of spiritual production, the product of which is not only the acquisition of new knowledge, new goals, new values and personal meanings, but also the disclosure and development of the teacher's important forces, his intellectual, is to show moral and creative potential. Creative potential is a dynamic, integrated characteristic of a person, which is a necessary condition and result of creative activity that determines a person's orientation, readiness and ability to self-realization.

Modern science is based on the understanding of man as a being. The essence of a person as a transformer of the world, a creator of new relationships and himself is manifested precisely in creative activity. Since the elements of creativity are present in any human activity, it is possible to understand why people's creativity is so diverse and multifaceted, and why, regardless of where the creative problem arises and by whom it is solved - by a scientist or o is manifested in various activities of the teacher.

In our independent Uzbekistan, the reform of the continuous education system, the reorganization of the education and training process based on new educational standards, special attention is paid to the teacher's work and his pedagogical skills.

Pedagogical activity is a professional activity of a teacher aimed at providing education and training to students, solving their tasks and using the means of pedagogical influence.

In the course of this activity, the teacher teaches, guides, educates, organizes educational activities, plans to acquire independent knowledge to improve his qualifications, and as a result, he also matures. also makes students mature. The mentioned directly and indirectly serve as a tool for the formation of pedagogical skills.

If the pedagogical activity is clearly visible, the teacher tries to clearly solve the tasks of teaching, educating and developing personal qualities.

In every society, the most important task for a teacher is to educate and impart knowledge to the youth who are the future of the society. Nowadays, the number of creative teachers who make a great contribution to the quality of education and upbringing of the young

generation with their selfless work is increasing every year. A good community environment will definitely have a great impact on the pedagogical process.

In modern education, there is a need to produce new paradigmatics of organizing the pedagogical process, and this helps to turn to creative pedagogy in a new innovative direction of pedagogy.

The problems of creative pedagogy are considered in the system of integrated pedagogical theory and other social sciences: history of pedagogy and philosophy of education, general and professional pedagogy and psychology, methods and technologies of teaching and upbringing, professional ethics, etc.

What is creativity? According to the American psychologist Abraham Maslow, this is a creative direction that is unique to each person, but is imposed by many people under the influence of the existing system of upbringing, education and social practice.

The point of view of "creativity" in Latin. "Creatio" means "creation", "creator" means "creator", but in essence it is a manifestation of human creative activity.

Creative pedagogy is the science and art of creative education. This is a type of pedagogy that is opposite to such types of pedagogy as coercive pedagogy, cooperative pedagogy, and critical pedagogy. Creative pedagogy teaches students to think creatively, to be creators of their future.

Creative pedagogy is a pedagogy that can be applied to any subject, be it mathematics, physics, languages, or economics. To some extent, it can be said that his methodology changes the teaching and learning process.

The main goal of creativity development is to develop mental activity and logical thinking of students. For this, we need to set slightly higher requirements, not the idea that the student has reached a little earlier.

There should be modern requirements for a creative thinking teacher, he should not be an informer, but should include individual counseling of students (coordinator), manager (manager), organizer of communication. The teacher supports and guides the search for the most effective methods of acquiring knowledge, encourages interesting discoveries, analyzes unsuccessful attempts, encourages students to realize defeats and victories.

Active assimilation of professional and creative activity, its effective implementation requires the development of physical and visual skills, the development of individual styles and methods of professional work development, as well as the mastery of creativity methodology, the development of creative thinking and the development of one's own takes. The results

of a creative person can be described as personal production corresponding to the creative activity performed and the creative materials received. The pace and trajectory of this process are determined psychologically and socially, the individual's own activity and creative features, the individual's professional activity, life events and life activities.

Creating a creative atmosphere in the team requires a good knowledge of the individual characteristics, capabilities and abilities of each teacher. Research shows that the main role in the development of a teacher's creative ability is played by his professional activity and the desire to improve himself. The development of skills is directly related to the pedagogical skills and abilities that every teacher should acquire.

The fact that reproducibility in pedagogical activity has a multilevel structure is really underestimated: from vague retelling of knowledge to the ability to adapt the material taking into account many external factors. Reproducibility means the ability to restore their pedagogical activity in changing conditions. The master of pedagogical work is a highly qualified specialist in psychological-pedagogical and current topics, who is able to reproduce professional knowledge, skills and qualifications at a high level. The level of professional skill of a teacher depends on his qualifications (pedagogical, social-psychological, differential-psychological), as well as the level of development of professional and pedagogical thinking. Pedagogical creativity is effective if it is based on high professional and pedagogical competence. Unfortunately, in many cases this competence is not available, which leads to didactogenic factors.

True pedagogical creativity corresponds to the objective, not subjective criteria of innovation, the results of creative activity. In understanding pedagogical creativity, if one adheres to an objective criterion, one may think that only a few out of tens of thousands of teachers meet this criterion. But this is wrong. This common mistake is based on a misunderstanding of the result. In fact, there are very few teachers who create objective new technologies of teaching or education. But any lesson, practical training that combines well-known methods and methods that have already been created is to a certain extent the result of creativity. Creating a new system from certain elements is already confirmed by the manifestation of creativity.

Creating and conducting each training session requires creativity. Any lesson includes not only certain schemes of its implementation, but also the different socio-psychological conditions of the group and

individual students, as well as the unique characteristics of each person.

Professional activities of teachers and their creativity are important in vocational school educational organizations. Each teacher makes a certain contribution to the development of students through his creative thinking and activity. Thus, creativity is one of the important qualities of a teacher. The fact that the teacher conducts a certain level of creative research before entering each lesson ensures the success of his professional activity.

Professional skills of a teacher are certain personal (love of students, kindness, benevolence, etc.) and professional (knowledge, sense of responsibility, erudition of creativity, etc.)

In the pedagogical field: love of students and interest in working with them, love of pedagogical work, pedagogical mental acumen and observation, pedagogical tenderness, pedagogical imagination, organizational skills, honesty, sincerity, demandingness, determination and goal-seeking, restraint, self-control professional competence. To the field of knowledge: broad scientific level, spiritual need and interest, intellectual interest, ability to feel new. enriches with the experience of analyzing and summarizing events. Pedagogical qualification is the ability to master a certain type of activity and perform it well.

Pedagogical culture refers to the teacher's duty, responsibility, dignity, conscience, and moral beliefs, and means the pedagogue's demandingness, justice, perfection, truthfulness, and correctness. Pedagogical tact (tact) in the system of pedagogical skills is characterized as a measure, norm and limit of the pedagogical purposeful, useful, valuable actions of the teacher. The listed components of pedagogical skill enrich the professional characteristics of the pedagogue and lead him to mastery, and help the teacher to find the content of pedagogical skills.

However, relying only on them to become a master of their profession may not give the expected result. For this, it is necessary to regularly think pedagogically, think pedagogically, and do pedagogic work. This means that it is necessary to analyze the pedagogical events and situations, try to understand their connections, independently analyze the daily results and get used to comparing new educational ideas with the previous ones. It is necessary to find the main pedagogical and psychological problems and to think about finding the most convenient ways to solve them.

Humanism is a concept that expresses concern for the creation of conditions for the manifestation of all the principles of humanity, about human dignity, freedom,

happiness and equal rights. Taking into account the individual psychological characteristics of pedagogues, the correct use of their opportunities; correct attitude towards pre-determined situations, reasonable assessment of others' success, fairness in material and moral incentives.

There is a close relationship between maintaining a creative personality and creative education.

The most urgent task of today is to provide quality education and training to the young generation who are the owners of the future.

The teacher searches for various sources and uses them to independently improve his personality and professional activity. In order to improve his pedagogical skills, a teacher should be aware of modern teaching methods at the world and national level and work on himself.

Conceptual demands placed on the teachers of "Education" are of particular importance. Through this science, the knowledge, skills and competencies that serve to form indicators and competencies of spiritual education in students are widely absorbed into the educational content, the implementation of indicators of spiritual education within the scope of academic subjects, and the motivation of striving for success is the priority of the individual. to strengthen as a characteristic, to form age-appropriate personal qualities required in the process of child socialization, to expand imaginations about professions, to interest in profession and work, to work conscientiously thoughts on teaching skills, learning national and universal values have been reflected. The social competence of the teacher of the subject "Education" is a form of social work, which is manifested in pedagogical work with the population, colleagues, students and their parents. The difference between us, a professional "Education" teacher, and an intuitive, and sometimes impulsively guiding, citizen, person, who exerts educational influence based on personal experience, professional requirements, is first of all clearly knowing the goal, predicting the results. doing, theoretical, methodological and technological preparation, is manifested in the connection with constant purposeful work, working on oneself. The necessity and content of modernization of educational work and social competences of pedagogues in our country is determined by Resolution 1059 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2019 "On approval of the concept of continuous spiritual education and measures to implement it". - was justified in the decision no. According to the decision, it is required to form the scientific and technological reform of youth education

in Uzbekistan based on the needs of today, on the basis of scientifically based basic competencies and qualities. In the concept, loyalty to the Motherland, duty and responsibility, initiative and other qualities remain as theoretical concepts in the minds of young people, but they do not become practical habits in nature, as a result of which there is a discrepancy between their words about these qualities and their actions, which leads to an independent life. that it creates a number of problems for incoming young men and women to find their place in life; It was noted that the lack of formation of high goals, self-mobilization to study, insufficient development of the qualities of will, tenacity, perseverance, and responsibility in some students harms the quality of education; The lack of educational materials that methodically support the activities of teachers in the field of spiritual education, including methodical manuals in the field of spiritual education, the necessary textbooks for students, the content of training teachers of "Education" and demands modernization of the process. The positive solution of these problems is directly related to the problems of teachers' social competence. Because a new, systematic approach to education is of decisive importance in the guaranteed formation of basic qualities in a child, in fully revealing the socio-pedagogical possibilities of higher educational institutions and schools, and in raising the scientific-methodical integrity between them to a new level. It is up to the individual student how to implement the II stage of the Concept of Continuous Spiritual Education in Appendix 2 of the Cabinet of Ministers Resolution No. 1059 of December 31, 2019. Because the main and only professional decisive subject of spiritual and moral education is the teacher of "Education".

Chapter VI of Appendix 2 of the decision is defined as "Implementation of spiritual education in the general secondary education system". It is determined that the first period of the process of spiritual education in the general secondary education system covers elementary grades. The priority directions of the implementation of the concept and action plan are: - effective implementation of the tasks related to the education of the population, especially the youth, provided for in the Strategy of Actions on the five priority directions of the development of the Republic of Uzbekistan in 2017-2021, providing them with the most necessary basic competencies for a peaceful life; - development of scientifically based indicators for evaluating spiritual education; - defining the main directions for the spiritual upbringing of babies and children based on the principles of continuity and integrity in the educational process; - step by step formation of important qualities such as loyalty to the Motherland, entrepreneurship,

willfulness, ideological immunity, kindness, responsibility, tolerance, legal culture, innovative thinking, hard work in young people, starting from childhood; - development and implementation of a mechanism of mutual effective cooperation of parents, caregivers, teachers, continuous education institutions and the neighborhood community in the implementation of continuous spiritual education; - to increase the knowledge and pedagogical culture of the population on child education, to regularly familiarize citizens with effective pedagogical technologies, methods and forms of implementation tested in the world experience of continuous spiritual education; - formation of a healthy worldview against malicious information, vices that destroy morals, and destructive ideas that lead young people astray through mass media, including the Internet; - tasks related to direct social competences, such as effective establishment of cooperation between state organizations, civil society institutions, mass media and the private sector in the organization of continuous spiritual education, were defined. Also, the teacher of "Education" was asked the issue of providing cognitive and operational components of social competence. This is loyalty to the Motherland, entrepreneurship, volition, ideological immunity, kindness in students as age-appropriate basic spiritual and moral virtues (competencies) based on the state educational standard and curricula of general secondary education. , it is a matter of forming certain moral and ethical competencies such as responsibility, tolerance, legal culture, innovative thinking, hard work. For us, the following conceptual requirements for teachers of "Education" are of particular importance.

These are:

- Through the science of "Education", the knowledge, skills and abilities that serve to form indicators and competencies of spiritual education in students are widely absorbed into the content of education;
- putting into practice the indicators of spiritual education within academic subjects, enriching them with practical exercises and tasks that allow them to be used in practice;
- strengthening the motive of striving for success as a priority characteristic of a person;
- strengthening the child's conscious control of his behavior and activities;
- reacting to the behavior and actions of oneself and others, teaching hard work;
- emergence of social motives to cooperate with adults and peers;
- expansion and deepening of knowledge,

development of spiritual and moral skills and qualifications;

- manifestation of interest in the traditions and values of one's own people and other peoples;
- formation of age-appropriate personal qualities required in the process of socialization;
- strengthening of safe life skills;
- expanding imaginations about professions, interest in profession and work;
- teaching the skills of conscientious work, showing the importance of work in the life of a person and society;
- strengthening motivations for success;
- teaching self-assessment;
- encourage the desire to show oneself in the activity;
- enriching the experience of spiritual and moral relations with peers;

• includes the study of national and universal values. The social competence of the teacher of the subject "Education" is a form of social work, which is manifested in pedagogical work with the population, colleagues, students and their parents. The difference between us, a professional "Education" teacher, and an intuitive, and sometimes impulsively guiding, citizen, person, who exerts educational influence based on personal experience, professional requirements, is first of all clearly knowing the goal, predicting the results. we found out that theoretical, methodological and technological preparation is related to constant purposeful work, manifested in self-improvement. In this, as the principles of continuous spiritual education:

- orientation of the goals and directions of education to the realization of the national idea;

- technological security (guaranteed design and implementation of the intended result);

- integrity, continuity (formation of new knowledge, skills, qualifications on the basis of acquired knowledge, skills, qualifications, achieving that they can be the basis for the next stage);

- an individual approach (studying the age and individual characteristics of the students and relying on them in the organization of the educational process);

- modernization (regular modernization of the educational system, adaptation of education to modern requirements);

- competence approach (having an idea and understanding of the basic qualities to be formed - skills - competence

- achieving dynamics of competence);

- education and training unit;

- pedagogical responsibility (parents, subjects of continuous education, state and public organizations, pedagogues adhere to the responsibility for the education of young people, pedagogical cooperation). This requires us to approach the practice not empirically, but based on the regular monitoring of the educational process, the skills to find the most optimal options for pedagogical relations with colleagues, students and their parents. One of these directions is cooperation with parents, which constitutes one of the main requirements of the "Concept of Continuous Spiritual Education" to the teachers of "Education". The study of the educational cooperation between the family and the school showed that there are certain problems in this area. On the one hand, "Parents are not interested in their children's education and training" by teachers of "Education"; "Fathers are not participating in parent meetings. Only some mothers are coming." "Parents are only interested in their children's grades in subjects. They are not interested in their spirituality, education, free time. They cannot have a sincere conversation with their children..." can be seen in their thoughts. On the other hand, parents say: "... The head of the class, teachers do not know how to get into the heart of the student. They are only interested in attendance, children's knowledge and discipline. They do not know how to interest students by doing various educational activities. Teachers' relations with parents and students are cold. If you criticize, your child will get a bad grade. Parents meetings are boring. If there is a holiday, work, or event, they call, otherwise they don't." The reason for the existence of such mutual objections is the lack of development of social competences among the teachers of the "Education" subject, which is manifested in the fact that educational cooperation between parents is not fully established.

METHODOLOGY

In the fundamental reform of the preschool education system in Uzbekistan, it is necessary to organize all forms of the educational process in the most convenient and efficient way, to direct them towards the goals of personal development, to form a worldview and abilities in the students, and to inculcate in them a tendency to activities necessary for society. is a throw. The multifaceted activity of the pedagogue and his ability to be creative and selfless, as well as the issue of raising students to become well-rounded people, is one of the urgent issues at the level of state policy. A pedagogue with pedagogical skills is an influential leader who is able to overcome difficulties in upbringing, who can understand the spiritual world of the growing young generation, who can feel their feelings, who skillfully approaches the personality of a

child with a delicate inner world. , wisdom and creative boldness, scientific analysis, imagination and fantasy, deep scientific thinking. Pedagogical aspects of creativity in professional training of teachers in higher education Yu.P. Azarov, O.V. Akimova, R.S. Gurevich, I.A. Ziazyun, N.V. Kichuk, N.V. Kuzmina, O.N. Kutsevol, L.M. Luzina, M.D. Nikandrov, N.G. Nichkalo, M.M. Potashnik, S.A. Sysoeva, M.I. Smetansky, G.S. Tarasenko, A.V.

It was studied by Temchenko and many other scientists.

By the creativity of a history teacher, we understand the overall quality of the teacher's ability to create original, unique, innovative ideas for various solutions to pedagogical tasks that arise in the educational process. It is characterized by the teacher's ability to see the pedagogical problem in time, develop creative ways to solve it, and act in his own way, not according to a certain template¹.

One of the main conditions for the development of the creative thinking of future history teachers is to direct the educational process to the student's personality, taking into account his personal characteristics, inclinations and aspirations. That is, professional pedagogical education of students involves the use of various approaches of creative teaching focused on the individual qualities of a person.

The formation of the creative potential of the future teacher in higher educational institutions will be helped by the introduction of non-traditional forms and methods of teaching, innovative pedagogical technologies, and the organization of various psychological and pedagogical trainings. Active participation in professional and pedagogical tasks, scientific conferences, competitions, discussions on higher education problems and other educational and scientific-methodical activities is organized. In this case, conditions are created for the teacher's professional self-development, self-affirmation and self-expression.

First of all, let's describe the creative qualities of future teachers, including the psychological-pedagogical conditions that stimulate the development of creativity in the direction of history teaching methodology in pedagogical HEIs. For example, E. P. Torrens distinguished the following conditions that contribute to the development of a person's creative thinking and creativity: the presence of creative abilities and creative motivation [2, p. 307]. At the same time, if these three factors coincide, a high level of creative abilities can be manifested.

1) incomplete conditions that differ from clearly defined and strict control;

2) creation and development of strategies and tools for future activities;

3) encourage responsibility and independence;

4) pay attention to independent developments, generalizations, observations.

In the process of forming creative thinking of future teachers, it is important to use problem-based educational technologies to ensure the formation and solution of educational, scientific and professional pedagogical problems. Therefore, it is necessary to subordinate all organizational forms and methods of teaching in modern higher education institutions to the development of the creative thinking of future history teachers: lectures, practical and seminars, independent and individual work. It is known that a problem lecture arouses students' interest in the studied issues, stimulates activity and independence in searching for additional information. At the same time, in the process of solving the problems proposed by the teacher, they get independent additional knowledge. Problem lectures include: lecture-dialogue, lecture-discussion, lecture-discussion, etc.

Problem-based practical and seminar classes can be held in various forms, for example: in the form of discussions on individual issues of the topic; in the form of discussion, debate (requiring independent study of additional educational material); in the form of defense of theses that activates the attention of all students and contributes to the development of evidence-based thinking; in the form of solving professional and pedagogical problems that develop the skills of practical application of theoretical knowledge of future teachers; in the form of business games, which are an active method of training specialists, because they include the use of research, teaching and some forms of education.

Practical training, which is an integral part of the professional training of future history teachers, should be organized based on the project method. The topics of the project aimed at solving current problems related to the methodology of teaching history and modernizing the educational system and organizing innovative education, conducting scientific and practical research are studied by students in small groups or individually, and after completing the project, each As a student or a small group defends their project work through a coherent presentation and answers various questions, this form of practical work of future history teachers, in our opinion, is the most appropriate and is useful.

Thus, the process of forming the creative thinking of future history teachers, including in the teaching of history, depends on the purposeful interaction,

cooperation between the teacher and students, and the necessary forms of organizing the educational process. and special organization using methods, it is possible to distinguish some groups of methods that contribute to the formation of professional creative thinking of students [5, p. 174], they are classified as follows:

1. According to the methods of organizing educational activities:

structural and logical methods characterized by step-by-step organization of the assignment of didactic tasks, selection of methods of solving them, diagnosis and evaluation of the obtained results; training methods aimed at developing specific algorithms of educational and cognitive activities and solving common problems during training (these can be tests and practical tasks, it is desirable to add creative elements to their composition); game methods characterized by the interaction of subjects of the educational process (if educational tasks are included in the content of the game), etc.

2. According to the formative direction, in turn:

a) methods of developing the experience of creative activity:

methods of using complicating conditions, namely: time limit method, sudden prohibition method, new options method, lack of information method, denial method; methods of group solving of creative tasks: Delphi method, "black box" method, diary method; methods of stimulating collective creative research: brainstorming, synectics and other methods.

b) methods of emotional influence that contribute to the formation of experience and create a positive attitude through the experience of their professional, creative and educational activities: emotional reaction to it, stimulation, educational and emotional game, state of success creation, free choice of creative tasks, motivation to choose alternative solutions.

Of course, there are many other approaches to classifying methods that help to develop professional-creative thinking and develop creativity in future teachers. But there are factors that have a negative impact on the manifestation of creative thinking in future history teachers. S.D. Smirnov [5, p. 87], this includes: time limit; or increased anxiety; strong or weak motivation for learning; striving to find a solution quickly, which usually leads to a decrease in the quality of tasks by reducing the time of its completion; the method of forming task conditions that trigger the wrong solution method; lack of confidence in their abilities due to previous failures and other reasons.

G. Ouch, a well-known researcher of creativity, calls

the factors that prevent creative thinking "mental locks", that is, a strong attitude of the mind that prevents a creative approach to solving life and professional situations. According to his opinion [6, p. 141], which includes: self-doubt; fear of looking worse than others; the habit of evaluating all life and educational situations from the point of view of logic; always try to be practical; the habit of following generally accepted rules; mark only one correct answer; tendency to avoid uncertainty; subconscious thinking that it is impossible to make mistakes in general and others.

The concept of "creativity" reflects cultural diversity. Western They emphasize that creativity is based on unconventionality, curiosity, imagination, sense of humor and freedom. Easterners, on the other hand, understand creativity as a process of rebirth of goodness. Although Westerners and Easterners have different views on creativity, representatives of both cultures highly value this quality and its possession.

Creativity can be called: striving for creativity, creative approach to life, constant self-critical observation and analysis. Based on modern dictionaries of psychology and pedagogy, the teacher's creativity can be defined as the level of knowledge, feelings, communication, special activity, creative approach. Creativity is responsible for the reproduction of existing information in a person and the creation of unlimited new models of them. Among the requirements for the field of education, a number of measures have been implemented to increase the professional and creative competence of specialists of preschool educational organizations. The requirement for a pedagogue is to conduct research on himself first of all. Therefore, the most important need in the preschool education system is the professional maturity of the specialists of the preschool education organization, as well as the creative competence.

RESULTS

The quality of the educational activities of preschool educational organizations is related to the planning of the educational process, its implementation, the content of the curriculum and programs, as well as the knowledge, skills and abilities of the children, and the knowledge acquired independently. The result is determined by the quality of the file. The importance of raising fully developed, intellectually and spiritually mature, physically and spiritually healthy children in pre-school educational institutions, the fact that the development of our country is closely related to the quality of education and the nature of upbringing given to young generations is of special relevance. The reforms carried out in this regard in our country

prepare the ground for functioning as a mature staff with great spiritual qualities, embodying human qualities.

Creativity includes the organization of the educational process, the construction of a creative educational process, the development of creative potential from educational technologies, the development of a balance of different methods, knowledge and skills. The essence of creativity is that intelligence is the mental potential of a person, and creativity is the ability to freely use this mental potential in a purposeful manner. In order to fully understand the general essence of the process of developing creative qualities in a person, it is necessary to first understand the meaning of the concept of "creativity". The concept of "creativity" can be interpreted as follows: Creativity (lat., ing. "create" - creation, "creative" - creator) is a creative ability that describes the individual's readiness to develop new ideas and is part of talent as an independent factor. We support the opinions of researchers who believe that heuristic teaching methods should be widely used at the stage of professional training of future teachers, which actively encourages the development of creativity in students and forms their creative qualities.

In our opinion, let's analyze the main methods that are appropriate to use in professional training of future history teachers in the conditions of higher education. For example, the method of "Agglutination" is designed to develop students' abilities to combine qualities, properties or parts of things that do not match in the real world, for example, hot snow, volume void, sweet salt, black light, etc. The use of this methodology will help to develop the ability to put forward fantasy, imagination, bold ideas and hypotheses in future teachers. It is appropriate to use this methodology during active lectures and practical (seminar) training on history and its teaching methodology.

The main task of the brainstorming method is to collect the most ideas from the participants. This is an operational method of solving group problems, and its participants are encouraged to express as many options as possible for their solution, encouraging creative activity. After that, the most successful ones that can be used in practice are selected from the total number of opinions expressed.

It is appropriate and useful to use this methodology in practical work on history in small groups, when each student has the opportunity to put forward his idea to solve the problem, it is possible to create an algorithm and implement its software.

The method of projects is a method aimed at strengthening the learning process, taking into account

the personal needs and individual qualities of students. The goal of the project method in education is considered to be a unique transition from personality development, self-development, reveals his intellectual and creative potential, and the possibility of organizing project activities in the process of training future history teachers. Forms and methods can be: performing in small groups or individual projects during planned laboratory work; combining educational material on certain topics in the form of a creative task or project in the form of a final repetition (taking tests, writing theses on historical works and history or the methodology of teaching it).

The Delphi method allows a group of researchers to reach the maximum agreement of their opinions in search of the right solution through surveys, interviews, brainstorming, and the like. This method excludes the possibility of open conflicts between carriers of opposing views, since direct communication between experts is not possible. It can be used to conduct scientific-practical Internet conferences or discuss problems in relevant forums.

Usually, the ability of pedagogues to have creativity is ensured, formed and gradually improved and developed by striving to solve a pedagogical problem, carrying out scientific research or scientific projects, and achieving mutual creative cooperation. When organizing creative activity, a teacher should pay 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 the development of 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. Modern education requires educators and pedagogues working in all types of educational institutions to be creative. It is necessary to pay special attention to solving problematic issues, analyzing problematic situations, as well as creating creative products of a pedagogical nature in the organization of pedagogical creative activity.

DISCUSSION

Improvement of the method of developing creative competence of specialists working in preschool education organizations based on an integrative approach shows that it is useful and necessary for future specialists to show their creativity and creative abilities in any process. A pedagogue working primarily in pre-school educational organizations to develop the

creative abilities of the growing young generation to fully respond to the demands of the new age, to creatively approach any situation, to understand the world with new views, to form creative thinking and thinking in them, demands creative competence from specialists in their professional activities. The development of the creative competence of educators and specialists of preschool education organizations, whose role in raising a perfect person is considered incomparable, is primarily the responsibility of pedagogues of higher education institutions.

In order for pedagogues to have the potential for creativity, it is necessary to pay attention to the following in their professional activities:

-creative approach to professional activity; -activity in creating new ideas;

- independent study of advanced pedagogical achievements and experiences; - exchange of ideas with colleagues about pedagogical achievements. Self-development and self-expression of each person directly depends on his creativity. The quality of education in the preschool education system is a description of the professional development of educators and employees, and it is defined by the creative ability and work activity of a specialist who successfully conducts professional activities in accordance with the requirements of economic development at the modern stage. is recognized.

Based on the systematic structure of creativity, we look at it not as an extremely intellectual-heuristic aspect of the individual, but as a differentiated education that values the individual. Creativity is an integral part of human spirituality as a personality-developing category, a factor of self-development of a person, the basis of personal vitality, not in the versatility of the knowledge a person has, but in the pursuit of new ideas and established stereotypes are manifested in reforming and changing the process of creating news, making unexpected and unusual decisions in the process of solving life problems. The complexity of organizing and managing the creative process is that not only conscious, but also subconscious concepts of creative individuality appear in it.

A teacher-educator 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 that the pedagogue directs himself to creative activity and is able to organize this activity effectively. A teacher

should pay special attention to the creation of creative products of a problematic nature when organizing creative activities. Self-creative activation is not whether a person fully manifests and develops his capabilities in creative activity, but rather organizes activities in the spirit of creativity, creativity, and new ideas. it is necessary to strive to try in the educational process.

Self-creative activation is not whether a person fully manifests and develops his potential in creative activities, but rather organizes activities in the spirit of creativity, creativity, and new ideas. it is necessary to strive to try in the educational process. In the classes, "creativity moves in the following 4 directions according to the road map, and actions in them are listed as signs of creativity of pedagogues (Patti Drapeau):

- 1) demonstrate creative thinking skills;
- 2) to be able to use strategies that encourage learning with interest;
- 3) innovative approach and creative approach to finding solutions to pedagogical issues;
- 4) expected result

A person's creativity is manifested in his thinking, communication, feelings in certain types of activities. According to the American psychologist P. Torrens, creativity is to propose a problem or a scientific hypothesis; hypothesis testing and modification; identifying the problem based on changing the results of the decision; It represents the effectiveness of the opposition of knowledge and practical actions in finding a solution to a problem. Possessing creative qualities of a teacher directs his personal abilities, natural and social strength, professional activity to quality and efficient organization. A creative approach to the organization of the professional activity of a pedagogue with creative qualities, activeness in creating new, advanced, ideas that serve to develop children's educational activities and personal qualities, independent study of advanced pedagogical achievements and experiences, as well as focus on having the experience of continuous, consistent feedback about pedagogical progress with colleagues.

"Creativity is contagious; in order to be creative, one should communicate with more creative people and always be in search. Just as it is possible to develop any skill, it is possible to develop the ability or skill of creative thinking. This also applies to future pedagogues, and working on creativity helps future pedagogues to think in an unusual way. However, it depends on how qualified the teacher is to inspire and encourage future teachers to be creative. It serves as a

guide in creativity research and the formation of creativity skills.

The mechanism of formation of creativity in future pedagogues

Future pedagogues...

- interesting;
- complex tasks;
- providing a clear goal and time

To future pedagogues...

- means that creativity creates a feeling of imbalance;
- help to get rid of anxiety and fear;
- to help develop creative thinking skills with other skills;
- not to "rescue", but to guide

Future teachers...

In order to develop creativity in the pedagogical process, it is necessary to use teaching methods and technologies that help to increase the potential of a person and increase his creative activity. These technologies help a person to develop self-esteem, increase confidence in his abilities, and develop psychological difficulties that prevent him from having an adequate relationship with reality.

Nowadays, many teachers find it difficult to learn the modern teaching process. They are using the old fashioned teaching process while teaching. We need to prepare the future teachers of education science for tomorrow's pedagogical activities, arming them with modern technologies, creating conditions for creativity and developing modern methods of teaching them. oh

First of all, we need to develop creativity in future education teachers. For this, we need to teach and learn what the concept of "creativity" is, in what cases it is used and how to implement it. Because the lack of creativity in pedagogues can make it very difficult for students to apply or express whatever ideas and interesting information they have in the course of their education.

Creativity (lot, ing. "create"- creation, "creative"- creator) is the ability of a person to generate new ideas and find new ways to try them in practice.

So, creativity is the creation of new ideas. In the creation of these ideas, it is necessary to have basic features such as activity, quick thinking, originality and refinement. Every student should be able to understand the concept of creativity. They reflect their creativity in their creative approach to a job they organize, their training and tasks. So, every future pedagogue should develop creativity in himself. This creates pedagogical creativity.

Pedagogical creativity. 1- is the ability of a pedagogue to create new ideas that serve to ensure the effectiveness of the educational process, as well as to positively solve existing pedagogical problems, in contrast to traditional pedagogical thinking.

So, we need to implement ways to improve the creativity of future teachers of education. Pedagogues are very confused about improving the quality of creativity. Patti Drepau shows four ways to develop creativity in a person:

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Four main ways:

- 1) formation of creative thinking skills
- 2) Organization of creative activity processes
- 3) Development of practical creative movement skills
- 4) Using creative products (developments) We need to understand the essence of these ways.

Way 1: Formation of creative thinking skills. In this, students are asked questions that encourage them to think, and in problematic questions, the logic of the question is considered. If we ask a logical question, we should pay special attention to its logical complexity. The more complex the questions, the more the students will start looking for answers. His skills increase as he solves more complex questions.

Way 2: Organization of creative activity processes. This way emphasizes creative, creative thinking in the process of solving problems and promoting innovative ideas. Creative thinking occurs when creative methods and methods are not used in these processes. This involves multi-faceted thinking and observation on the given issue. So, this way encourages students to think multi-facetedly about the problem, to carry out more activities.

Way 3: Development of practical creative thinking skills. In this way, he uses instructional, figurative methods and methods to form creative thinking skills. In this case, if they use questions, they do not develop interactivity and accessibility in students. In her work, Patti Drepau cites ways and methods that are effective in developing interactivity and creative thinking skills in students:

- Working with websites;
- Visualization;
- Taking into account all points of view;
- Appropriate application of important ideas in different situations;

- "brainstorming";
- mentioned methods such as "case study".

It will be more useful to use methods that are more instructive and interesting

4th way: use of creative products (developments). In this way, it is assumed that students will use more tools and technologies. Preparation of all topics and presentation work as much as possible in slides or other forms. All manuals should be used or more tools should be used. Students will be interested if every lesson and training is carried out with all the necessary tools. This ensures an effective lesson.

Through these ways, students will use creativity to a very good extent in the pedagogical activity of tomorrow. The more creatively they organize their lessons, the more positive the result will be. In this case, it is appropriate to use modern pedagogical technologies with creativity. The use of current modern technologies, methods and interactive methods is carried out in accordance with current modern pedagogical activities. For this, we must develop students' creativity and modern pedagogical technologies. There are several ways to develop creativity in future education teachers. These are:

- Interesting;
- Loading complex tasks;

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- Providing a clear goal and time;
- Encouragement through conversations;
- Provide constructive comments;
- Acquaintance with new instructions;

In these processes, if complex tasks are assigned to future education teachers with a clear goal and time, they will have a positive effect on their performance of tasks in such a clear order. They feel their responsibility and approach these tasks and assignments seriously. We should encourage them to do their work with conversations and give conclusions with constructive comments. Future education teachers learn their mistakes and shortcomings through this method and try to correct them. We need to give them positive feedback for their work, give them more work on their mistakes, and at the same time give new instructions. After that, we ask the students:

- Helping to get rid of anxiety and fear;
- To help develop creative thinking skills together with other skills

- We should not save them on this road, but we should support them by guiding them;

Students in this case:

- Being able to develop other types of creativity;
- Ability to work in a group;
- They should create an environment that will be the foundation for them to have emotional freedom and positive thoughts.

Also, the role of teachers in the development of creative thinking skills of future teachers of education is very important. Every teacher should create an atmosphere of creativity for students in the classroom. This environment should be created in such a way that students should be able to feel themselves freely, express their thoughts independently, and share their ideas. In this environment, the teacher-student relationship occupies an important place. The teacher should observe them closely and ask them questions about whether future teachers of the science of education are performing their activities and get an understanding of their knowledge.

And we can arouse their interest with the help of modern technological tools, and using them skillfully on the basis of creativity, we can effectively implement pedagogical activities.

CONCLUSION

I recommend that pedagogues-educators should be in constant search. Observing the educational experience of developed foreign countries, communicating directly with them, sharing experience, avoiding uniformity, and using new educational technologies in the course of training serve to effectively organize the pedagogical process.

In conclusion, it can be said that creativity is a desire for creativity, a creative approach to life, a constant critical look at oneself and analysis. Based on the modern dictionaries of psychology and pedagogy, the teacher's creativity can be defined as his/her thoughts, feelings, communication, special activity, creative approach, level of knowledge. is the ability to search for original ideas. Each educator is a facilitator of the pedagogical process in MTT, and its good and interesting organization is also a process that depends on the educator. Pedagogists should be able to approach classes in a new way, create creative ideas, strive for innovation and thus be able to interest students in classes, enrich their minds with new knowledge, increase their interest in studying and education, is their greatest achievement. Game methods that can be used during any form of lessons can be used. For example, solving or creating crosswords, rebuses, historical charades, especially related to the subject in

practical and seminar classes in history for students; computer graphics contests; can conduct quizzes on specific topics.

We will consider some examples of educational tasks that are suitable for use by future history teachers at the stage of higher education. For example, on a computer, you can offer such tasks: students will be shown a part of historical information on the subject being studied on the screen. He asks them to identify what the topic is for. Or he will have to find errors that were deliberately introduced in certain information.

Thus, at the current stage, there are various ways to develop the creativity of future teachers, including history teachers.

When forming an individual style of pedagogical activity, each teacher of higher education can choose any heuristic forms and methods of teaching students. At the same time, it is necessary to ensure that the results of their application have a positive effect on the development of creativity of future history teachers.

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