

PEDAGOGICAL OPPORTUNITIES FOR THE DEVELOPMENT OF CREATIVE ABILITIES IN FUTURE TEACHERS

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Annotation

In this article, the development of criteria and levels of formation of the creativity of the personality of the future teacher in the development of creativity abilities and pedagogical conditions that ensure the effective implementation of the process of development of creativity abilities of students in educational activities in pedagogical higher educational institutions are highlighted.

Keywords: Creativity Skills, Motivation, The Essence of Pedagogical Creativity, Activity, Pedagogical Mechanisms, Levels of Pedagogical Creativity

At the pedagogical higher education institution of our republic, complex islets are being carried out on the development of creative abilities of future teachers, optimization of the educational and educational process, creation of pedagogical mechanisms. By developing the creative abilities of teachers at the time of these reforms, it allows you to solve tasks, advance problems, train a specialist capable of finding new creative solutions to the principal. Nowadays, it is seen from the study of various ideas about the creative abilities of the future teacher that independent and creative thinking is considered one of the constant and most important components of the teacher's profile in the current conditions. It is necessary to clarify some concepts, while proceeding to the study of the creative abilities of the individual: personality, abilities, creativity. Not all of these concepts have the same meaning of interpretation, which requires us to select a task. The concept of creative thinking determines the intellectual potential and creative activity of a person on the basis of his cognitive abilities, feelings and imagination, concepts about images are manifested in perception, live observation and mental activity. Also, creative thinking is understood as a rational activity aimed at changing the natural and social world in accordance with human goals and needs, on the basis of the objective laws of being.

Pedagogical scientists of our republic on the issues of creativity, creativity and creativity M.Abdullaeva, A.A.Abdukodirov, F.T.Otabaeva, B.R.Adizov, T.Aliboev, N.N.Alimov, Sh.Akhmedova, Sh.T.Boltaeva, G.N.Ibragimova, D.M.Makhmudova, Z.T.It was scientifically researched by the nishanovas.

M.Abdullaeva expresses her opinion on various forms of worldview formation in children of preschool age on the basis of their aesthetic imagination, knowledge. The masterpieces have been analyzed by samples of works, cinema, Musical Art, Fine Arts and several methods. The type of fine art, the perception of the presence of a certain content and essence in it, was the first aspect of understanding, being able to distinguish the difference of fine art from the types

of painting, graphics, sculpture, by their elementary signs, highlighting the presence of each of its types in its own direction (landscape, portrait, natymort, Bathal, domestic, compositional, anomalistic) and their importance in the development of imagination [1].

Separate creative abilities and a holistic mastery of the experience of creative activity will be possible only by solving problematic issues. In addition, the level of complexity requires a different set of exercises: in an unknown situation, it is necessary to choose exercises to work out the approximate basis of actions, apply heuristic recommendations, form an individual style of creative activity. In this regard, it is necessary to create certain constructive conditions: to arm students with information about the mechanisms of creative activity; to include in the educational content issues related to different levels of creative activity; appropriate training and methodological support. Ch.T.And Shokirova said that " creative activity makes our daily lives attractive, science and art cannot be imagined without creativity. Without creativity, it is impossible to imagine the progress of mathematics, native language and other sciences. We always get creative when we express a complex idea or darken white paper with text. If we can do this effectively and in an unusual way, we can be called rosmans a person of creativity," - quoted his own definition [2]. V.I.Zagvyazinsky high level of scientific and professional competence; developed pedagogical thinking, striving for creative search, mastery of pedagogical techniques; a certain pedagogical experience; sufficient development factors of intellectual qualifications, imagination and intuition have been credited in their research work. The studied scientific resources serve as a methodological resource in the scientific justification of the pedagogical capabilities of the development of creative abilities of future teachers.

B.M.From the point of view of teplov, it is necessary to distinguish between the innate physical characteristics of a person, which serve as a pump for the development of abilities and talents. Talent of abilities-some kind of genetically determined anatomical and physiological characteristics of the brain and nervous system, abilities are considered individual-natural factors of a complex process of formation and development. Talent is multifaceted, therefore, various abilities can be developed on their basis [3]. Arming future teachers with information about the mechanisms of creative activity was carried out in different ways: the teacher requires the narrator, the visual application of the mechanism in a lecture and laboratory session (the mechanism of analysis by heuristics, analogy, synthesis), acquaintance with ready-made strategies of creative activity in educational literature (solving mathematical problems), joint work of heuristic recommendations (solving

Let's consider the conditions for introducing into the content of education issues related to different levels of creative activity. An issue for training at the OSM is a system of information about some phenomenon, object, process, in which either part of the information is clearly defined, the rest is unknown, or new knowledge between data, separate concepts, rules, search for evidence, change, coordination, etc.k. there are inconsistencies, contradictions that require [4].

Creative abilities can be expressed by several didactic functions, one of which determines its leading role. There are different classifications of issues. The interdisciplinary taxonomy of

instructional issues, divided according to the operative structures, was proposed by Blum based on objectives in the separated cognitive field:

1. Issues that require mnemonic operations from readers (research, re-creation).
2. Issues that require elementary thought operations (analysis, synthesis, comparison, classification, determination of cause-and-effect relationships).
3. Issues that require complex thought operations with data (induction, deduction, interpreting, verifying).
4. Issues that require additional considerations about thought operations (development of reviews, reports, lectures; independent written works).
5. Issues that require creative thinking (practical application, identification based on observations or thinking, independent formulation of the problem, Problem Solving).

When solving issues, it is classified according to the combination of productive and reproductive movements. Reproductive issues are performed according to the program of performing all elementary steps, the conditions for their application, which are given in oral form[6]. Algorithmic issues are worked on an algorithm given in the form of a formula, a rule, that is, in order to solve the issue, the algorithm will need to be reformulated in the form of an extended program. For this reason, actions of a problematic nature are required.

Transformational issues require the application of certain formulas in new situations, heuristic steps play an important role. Creative-research issues are solved by combining logical analysis and intuition.

The appropriate educational and methodological support for the development of creative abilities of future teachers of educational activities includes educational literature (pedagogical literature on creativity, mechanisms of creative activity, problem solving strategies; a set of issues of an Olympic nature); a set of issues of various levels of creativity; heuristic recommendations for solving problems of a subject nature. Organizational situations are also important for a long time. In the process of pedagogical work on the development of creative abilities of future teachers in educational activities, the methods and forms of Education adopted by the general public should acquire a certain creative coloring. Therefore, the use of methods and forms of organizing educational and creative activities is important in creating organizational conditions.

Some research, heuristic, problematic methods of teaching are designed to teach the experience of creative activity. The function of research methods: to form the facets of creative activity; to ensure the acquisition of scientific methods of cognition during the activities in search of these methods. The heuristic method provides for mastering the experience of creative activity by elements, mastering certain stages of solving problematic issues. The function of the logic of thinking and the benchmark of culture is performed by a problematic statement method.

Nowadays, it is seen from the study of various ideas about the creative abilities of the future teacher that independent and creative thinking is considered one of the constant and most

important components of the teacher's provfsiogram in the current conditions. This is also emphasized by psychologists who deal with issues of professionalism. Representatives of the profession of the "man-man" type are observed in the study of the features of cognitive activity, that non-standard situations are considered the normal stichia of the socium. The sphere of manifestation of pedagogical creativity is determined by the structure of the main components of pedagogical activity and covers all its aspects in practice: planning, organization, realization and analysis of results.

Pedagogical activity maintains the general logic of the teacher's creative process as follows:

- 1) the emergence of a pedagogical idea aimed at solving a pedagogical task is the process of manifestation of the teacher's creative qualities in the content of education and implies the development of the student's activities.
- 2) the work of the idea is considered an intlex potential based on taking into account the pedagogical and psychological approach of the teacher, which is aimed at achieving the intended goal efficiently and efficiently.
- 3) the implementation of the pedagogical idea in activities, communication with people, Analysis and evaluation of the results of creativity.

Pedagogical creativity, which has in common with many other (scientific, artistic, technical) types of creativity, also has certain peculiarities. Pedagogical creativity has a dialectical character. The teacher is creative in the process of growth and development of children, in constantly changing conditions. The process of pedagogical creativity requires constant self-analysis and self - assessment. However, the dynamism of creative action does not always leave time for such analysis, often it is replaced by decisions on an intuitive level, ongosti activities.

Since pedagogical creativity is in harmony with the educational process, it should always give positive results. Negative results are allowed only in imaginary tests and assumptions, from methods such as proving hypotheses based on the opposite of checking, giving yolgon and notugri data cannot be completely avoided in the practical activities of the teacher.

The most important specificity of pedagogical creativity is counted by the connection of the pedagogical community with the process of creativity. A pedagogical team, being a creative team, cannot have conflicts and conflicts that constantly arise in its environment. Overcoming conflict situations and conflicts develops criticism and self-criticism, forcing the search for new ways and means of solving pedagogical tasks, which is considered a creative process.

Many of the listed features: the absence of time reserves, the long wait for results, the inability to make mistakes, the difficulty of distribution can be included in the list of difficulties of pedagogical creativity. However, there are no positive cases either. Creativity in collaboration with the object of creativity and the pedagogical community has a great RV-stimulating potential, which encourages the educator to expand the scope of his creative activity and actively demonstrate his personal qualities.

Creativity is considered one of the most important criteria of creationist professionalism. In addition, the qualities that are argued to be necessary for professional creativity largely

coincide with the creative abilities of the individual. It is noted that the role of communicative-creative abilities is important for an educator.

In the process of pedagogical work on the development of creative abilities of future teachers in educational activities, the methods and forms of Education adopted by the general public should acquire a certain creative coloring. The function of research methods: the formation of the facets of creative activity; this ensures the acquisition of scientific methods of cognition during the activity in search of methods. Thinking performs the function of a logical and cultural benchmark a problematic statement method. These methods are entitled to be called methods of organizing educational and creative activities.

In addition, there are special methods that are used.

Mental attack method (breinstorming). A.F. Proposed by Osborn. Its purpose is to collect as many ideas as possible, to be free from the inertia of thinking, to end the usual course in solving a creative issue. The basic principle is to ban criticism of ideas. In the end is chosen relatively rational, the most optimal of them.

The empathy method. It is carried out by equating oneself with the object or subject of creative activity. He is given personal emotions, emotions, abilities. Therefore, at the expense of the subject functions under study are understood.

The method of Synectics-the search for analogies: direct analogy, personal empathy, symbolic (symbolic) analogy, fantastic analogy.

Focal object method-changing the system using randomly selected object symbols.

Morphological analysis method-changing the system by combining various elements, substances, phenomena.

These techniques are necessary for ideas and are used at the stage of advancing the hypotheses of research and problem methods, thereby strengthening their creative character. Forms of Organization of educational and creative activities are also based on popular forms of Education.

Methods for applying a creative character to educational forms (lecture-heuristic conversation, a lecture in which knowledge is problematic, an activity dedicated to the generation of ideas), orientation to the application of concrete creative operas (one assignment session, a matter-making session, prognostic training, training-fantasy); initiation into independent creative activities (performing creative work, Defense of creative work, imitation of creative work).

The issues presented are the level of complexity and the individual development of creative abilities is optimized if assistance is adapted in accordance with the degree of development of the creative abilities of the future teacher.

Criteria for assessing the state of development of creative abilities are adopted: success of finding a problem(indicators: vision of a problem in unfamiliar situations, problem formation in familiar situations, success indicators of problem comprehension: reformulation of a problem, classification of an issue or its parts in relation to what was solved before, transfer of

knowledge to new situations), success of generalizing ideas (indicators: , criticism of thinking). And according to the development criteria and indicators, the lower, lower, average, higher, higher levels of the development of creative abilities are distinguished. When assessing the level of development of creative abilities, quantitative estimates of the expression of criteria were used: if all criteria were not less than 4 the quantitative assessment of the expressed, the level was considered high; not less than 3 – above the average; not less than 2 – Middle; not less than 1-below the average; in other cases lower,. The model for the development of creative abilities of future teachers consists of content, technological components. In addition to the main areas of work indicated in the content component, cases of optimizing the development process were also highlighted. Technological component: forms of Education (lecture, laboratory training, consultations, course and diploma work in Higher courses); teaching methods (explanatory-illustrative, reproductive, problematic statement, eurocytic, research); it was clarified through educational tools (educational literature, distributive material, tables, digital projector, computers, telecommunications networks). This situation provides pedagogical and psychological opportunities for the development of creative abilities of future teachers.

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