

METHODOLOGY OF CREATIVE THINKING DEVELOPMENT IN MODERN PEDAGOGICAL TEACHERS

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Abstract:

The article discusses ways to develop the creative ability of future teachers and what methods should be used in the development of creative ability.

Keywords: Creativity, creativity features, pedagogical creativity, interactive method, intellect, independent works.

ZAMONAVIY PEDAGOK O'QITUVCHILARIDA KREATIV FIKIRLASHNI RIVOJLANTIRISH METODIKASI

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Annotatsiya:

Maqolada bo'lajak pedagoglarning kreativ qobiliyatini rivojlantirish yo'llari hamda kreativlik qobiliyatini rivojlantirishda qanday metodlardan foydalanish maqsadga muvofiq bo'lishi to'g'risida fikr yuritiladi.

Kalit so'zlar: Kreativlik, kreativlik xususiyatlar, pedagogik kreativlik, interfaol usul, intellekt, mustaqil ishlar.

Introduction

It is an important professional task of a pedagogue of a higher education institution to develop the ability to adapt to the innovations of the modern world, to prepare the young generation for the life of a constantly updated society, and to actively participate in the processes of its improvement in accordance with the requirements of the times. Creativity embodies the organization of the educational process, the construction of a creative educational process, the development of creative potential from educational technologies includes 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.

The term creativity appeared in Anglo-American psychology in the 60s. It means the ability and quality of an individual to create new concepts and new skills. J. Gilford shows a number of individual abilities that characterize creativity:



- to be able to direct the thought according to the purpose;
- uniqueness (originality);
- curiosity;
- the ability to create hypotheses;
- to be able to imagine (fantasy).

In our country, as a result of consistent reforms aimed at creating conditions for a person, his all-round development and well-being, the realization of his interests, bringing the quality and efficiency of education to a new level, opportunities for the development of creative abilities of students are being created on the basis of interactive teaching methods. In the Strategy of Actions for the further development of the Republic of Uzbekistan, priority tasks such as "further improvement of the continuous education system, increasing the possibilities of quality educational services, supporting and realizing the creative and intellectual potential of the young generation" are defined. . Accordingly, it is important to develop students' creative abilities based on interactive teaching methods. In order to fully understand the general nature 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 the creative ability of an individual that describes the readiness to produce new ideas and is part of talent as an independent factor.

A.H. Maslow divides creativity into 2 types: creativity of talent and creativity of self-actualization.

Since the creativity of self-actualization of the individual is inextricably linked with the personality, we can encounter it in everyday life and in many areas of professional activity.

A.H. Maslow identified two levels of self-actualization in creativity: the first - "involuntary creativity, in which a person has sudden realizations, inspiration, difficult experiences", "the second - voluntary, associated with hard work , continuous education, striving for perfection" .

A.H. Maslow sees creativity as a fundamental characteristic of human nature, that is, it is an innate ability in all people, but it is lost during life as a result of certain social barriers. T.A. Barysheva and Yu.A. Zhigalova interprets creativity in pedagogy as systematic (multi-level, multi-dimensional) psychic (spiritual) education, including not only intellectual potential, but also the presence of motivation, emotion, level of aesthetic development, communicative parameters, competence, etc. . Also, criteria of creativity Dj.P. In Guilford, E.P. Defined by Torrance:

- fluency: the ability to produce many ideas in a certain period of time;
- originality: the ability to produce unusual, non-standard ideas that differ from clear, well-known, universally recognized, ordinary or strictly defined;
- sensitivity: sensitivity to unusual details, contradictions and various uncertainties, readiness to quickly switch from one idea to another;
- moderation: readiness to work in an unusual context, tendency to symbolic, unifying thinking, ability to see in simple and complex conditions;



- development: the ability to develop emerging ideas in detail, turn them into levels and subsystems;
- resistance to stagnation: resistance to uniformity, that is, resistance to different patterns of information that appear in the process of solving a problem.
- uncertainty: the ability to make a logical reaction independent of the stimulus; The abstraction of "naming": the ability of a person to understand the essence of the problem, in fact, the ability to understand the name of significance and reflect the opposite (the process of "naming" reflects the ability to see the essence of the problem in a detailed form, the ability to transform it into a verbal form);
- multitasking: the ability to work on several projects at the same time;
- effectiveness: their usefulness, the perception that the product will be new, unique, original by the target audience;
- satisfaction: the result of creativity.

The analysis of the literature shows that the creative potential of a person is an independent view of the problem, contradictions, critical thinking; ability to analyze any problems, analytical thinking; the ability to find solutions for them; the possibility of transferring knowledge, skills and teaching methods to a new state; it can be manifested in skills such as the ability to combine previously learned methods with new ones.

In lesson processes to develop creative thinking ability in future biology teachers;

1. Logical question answer:
 2. More use of non-random tests (picture tests):
 3. Teaching students to learn independently:
 4. It consists in developing the skills of applying the previously acquired knowledge in practice.
- In the process of developing students' creativity, the interactive learning process is considered important. Interactive education is a system of teaching methods based on "subject-subject" relations, based on the needs of the learner to activate cognitive activity, and the educational process is organized on the basis of mutual cooperation. In this case, interaction is based on the principles of student activation, group experience, and feedback. Therefore, the creation of a free-creative environment in the educational process, joint relations of professors, teachers and students and mutual cooperation is to establish a teaching process based on movement.

There are a number of factors that promote creativity in learners, some of which are listed below:

- development of creative thinking skills, formation of creative activity, research in the educational process and strengthening of problematic research directions;
- organization of situations for students to develop creative problem-solving and creative activities;
- to achieve that learners, approach the experience of creative activity as a professional necessity and a component of the content of professional activity in the future;
- to direct the process of development of professional skills and abilities of learners to development on the basis of working on interactive methods and technologies, showing independent creative activity, independent learning, self-education, self-knowledge in them ,



to have their own position, to activate the independent working abilities of learners, in this process to achieve their creative thinking;

- such as creating a favorable environment for creative cooperation for students to demonstrate their creative abilities.

The teacher's creativity appears and develops in his creative activity. Creativity is seen in the teacher's creative desire, creative ability, creative goal, direction and ability to control himself in his creative activity, and it is maturely developing and growing with his activity and self-control. means becoming a person. The creative competence of the teacher is reflected as his general characteristic. It is a prerequisite and result of creative activity. This quality represents a person's ability and readiness to express himself.

Competence-oriented education was formed in the general sense of the term "competence" proposed by the American linguist N. Chomsky (1965, University of Massachusetts). At the symposium held in Bern (1996) under the program of the Council of Europe, the concept of "competence" was included among such concepts as "learning", "competence", "ability", "skill". In the Bologna declaration of education ministers of European countries (1999), the competent approach was recognized as the conceptual basis of educational reforms. G.V. According to Nikitina, there are several bases in the classification of competencies:

- general human competence (mathematical, communicative, informational, social, moral, etc.);

- competence in types of activities (work, study, play, professional, etc.);

- competence in the objects of activity (human-human, human-technology, human-nature, human-artistic image, etc.);

- competence in areas of social life (household, cultural, etc.);

- competence in the fields of social knowledge (in mathematics, humanities); - competence in production sectors (transport, communication, defense, etc.);

- competence in skills (pedagogy, psychology, social, creative, technical, etc.).

After all, the above-mentioned areas of competence are components of a person's general cultural competence. The classification of the teacher's professional competence includes the following:

- competence of the pedagogue in the field of work

- includes a continuous education system;

- competence in the specialty

- teacher, educator, psychologist, defectologist, vocational education teacher, production foreman;

- competence of the pedagogue on the object of his activity

- students, parents, class team, society, etc.;

- the competence of the pedagogue by the type of activity is motivational, gnostic, methodological, methodical, informational, communicative, reflexive, prognostic, constructive, technological, corrective, etc.

A.V. Khutorsky describes the following competencies of a teacher:



1. On the basis of worldview, that is, value and self-awareness are manifested in connection with the worldview, imagination and value of the teacher. He can see and understand the nature of the events and phenomena in the environment, orient himself to it, and base his opinion as a pedagogue. He can find a solution to the problem. This competence provides the mechanism of self-awareness of the teacher in educational and other activities.
2. Multicultural - having national and universal values; participation in the social life of the country; respect for family and traditions; to have social skills. To be able to understand the impact of science on human life and world development and to be able to explain it to students and young people.
3. Learning and learning process - the teacher's independent cognitive activity. Ability to think logically, evaluate educational activities, analyze knowledge and skills.
4. Acquiring information is the skill of acquiring information about pedagogical activity and one's subject.
5. Communicativeness - knowing the language, communicating with different people, standing in a special place in the team.
6. Social - useful work, family relations and responsibility, participation in the development of society, doing socially useful work. Acquiring economic and legal skills.
7. Work on oneself - competences in the field of cognitive activity based on independent assimilation of knowledge from various sources of information, including physical, spiritual, intellectual information sources outside the educational institution: - competencies in the field of social activity (performing the role of a citizen, voter, social group, community member); - competences in the field of labor activity (including analysis of the situation in the labor market and its use, assessment and improvement of one's professional capabilities, self-organization skills); - competences in the household sphere (including aspects of family life, health maintenance and strengthening); - competencies in the field of cultural activities (including the effective use of time for the spiritual and cultural enrichment of a person). A teacher's competence is a manifestation of his theoretical and practical knowledge, skills and qualifications, worldview, faith and all personal, social and psychological qualities. One of the important factors ensuring the quality and effectiveness of education is the teacher's competence in his subject. It is manifested on the basis of the system of pedagogical adaptation. These are: scientific knowledge; epistemological knowledge; able to perform pedagogical activities with dexterity, efficiency, skill; a creative-creative approach to finding an effective solution to any problem situations; demonstrating high social psychological characteristics in the process of educational and educational influence; continuous self-development through effective use of one's intellectual, cognitive, emotional, moral potential, learning and internal psychological reserve; having a positive emotional attitude towards society and people, nature, existence consists of the experience of transitioning to positive positive thinking.

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