



Formation Of Creative Abilities In Students Based On Acmeological Approach

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ABSTRACT

The training of highly qualified professionals in accordance with international standards is largely related to the sustainable development of vocational education and the training of pedagogical personnel. In turn, it is necessary to implement the educational process by creating advanced pedagogical technologies, applying an acmeological approach, which leads to the need to organize the educational process taking into account the requirements of the market economy, introducing relevant educational technologies and constantly improving the content of the educational process. This issue is important for the development of creative abilities, which in the future will become an important part of educating a harmonious person in the process of training specialists, studying them from a pedagogical point of view and introducing them to a new level of quality.

The article presents educational and methodological guidelines used to improve creative abilities, scientific and theoretical interpretation of factors that ensure their effectiveness, the use of acmeological approach technologies proposed to solve problems, the development of effective methods and tools, and improving the effectiveness and quality of the educational process in vocational education.

Keywords:

Creative abilities, effective methods, efficiency, acmeological approach, personal creative qualities, future teaching activities, advanced pedagogical technologies.

Introduction

The fact that our young people, entering into independent life in our country, master the secrets of their profession, create the basis for their place in the labor market, based on healthy competition, today demands the modern itself. The state program and other legal and regulatory sources once again confirmed that the formation of professional training of specialists is recognized as one of the priority directions of educational reforms carried out in the system of continuous education. The educational process is a period of development and self-professional and personal formation of the knowledge, skills and skills necessary for the successful implementation of professional activities for the future specialist in its essence. In this

period of professional education, the future specialist takes part in the professional, intellectual, creative and innovative formation stages as an active subject and carries out its own opportunities. Through this, valuable direction, conscious motivation and cognitive activity are developed in relation to the chosen professional activity in it and necessary professional training is formed. The current situation requires interactive cooperation and independent – creative relations between the teacher and the educator in the process of formation of professional training of future teachers.

Material and Methods

S.M.Godnin qualities of the student in the work of godnin are illuminated as a subject of

the pedagogical process. It will include the following: to be able to understand the purpose, function and instructions of the educational process adopted for the current and future stages of teaching; equal to master new activities of manual labor; professional self-education and independent study in accordance with the objective, to be able to cope with difficulties at an excellent level, to be satisfied with annual and professional opportunities, prospects of growth and solid position, to be in an active relationship in the performance of its social role, function [2,10].

Innovation is an important aspect of the pedagogical process unsurlari the self-management and self-mobilization of the individual. One of its most important areas is the development of student cognition activities. Such a direction includes the activity of students to engage in educational work, determine their professional specialization. The innovation activity of the teacher is regarded as the result of creative process and creative activity. V.A.Slasten approaches him akmeologically when compiling the innovative activity of the teacher.

Akmeology (akme) - Greek means the highest point, acute, blooming, mature, the best period. B.G. Ananov, N.V.Kuzmina, A.A.Derkach and others reflect on the most creative periods of human life, the stages of maturity, permeated by increasing the effectiveness of professional activity [1]. They were engaged in the issues of professionalism of mature people, the laws of the psyche of the gullible period of Personality Development, the acquisition of a father from the heights of professional development. V.A.Slastenin based the sub-and object factors of akmeology that lead to high professionalism, a long creative life of a specialist. It introduces the quality of Education received by the subjects, the talent and ability of a person to the subjects, his responsibility for the effective solution of production tasks, his approach to specialists. As factors of achieving high professionalism, the following are indicated: talent marks; readability; ability; talent; conditions of Family Education; Educational Institution; own behavior.

Akmeology is regarded to lead in the attitude of professionalism and creativity from a scientific point of view. Bunda differs from the following categories:

creative individuality; the process of its own growth and improvement; creative experience in the quality of realization of its capabilities.

The creative individuality of the teacher is as follows: intellektual-creative initiative; kengligial ability to breadth and depth of knowledge; sympathy for contradictions, a critical approach to creativity, the ability to struggle with creativity from the body; thirst for information, a sense of enthusiasm in problems, and a sense of empathy, professionalism, thirst for knowledge.

V.A.Slastenin defines the main tasks of the realization of creative individualism as follows: enrichment of the culture in which the social essence acquires; renewal of the pedagogical process and knowledge of the individual; finding new pedagogical technologies that define effective and significant norms; ensuring its development on the basis of which the individual can determine his own destiny and manifest.

Results

This means that the formation of individual creative abilities of the teacher is understood as a dynamic innovation process of Personality Development and renewal. Effective self-realization, which characterizes Individual creative abilities, involves the following: the ability to realize that one's own personality is unique on the basis of comparison with others; the set of creative views and reflections on oneself; the unity of the individual creative individuality as a whole and harmony, internal unity; the dynamics of the individual in his development and the process of; the fact that a person is able to manifest himself and is now able to perform certain actions; is able to express himself as a creator and understand his position in both personal and social situations. Taking into account innovation, progressive education, akmeological ome in the training of personnel,

it implies an individual, an approach based on the principles of humanism, which in turn implies the development of professional skills in students. The emergence of these functions in practice ensures the achievement of the productivity of the development and labor of each individual in accordance with the periods of development, strengthens the individual's position in society.

Discussion

Akmeological approach in the analysis of the structure of innovative activity allows to open the legalities of the development of his personality in the achievement of the heights of professional skills of the teacher. The most important characteristic of teacher innovation activities is creativity.

Creativity (lat., ing. "create" – creation, "creative" – creator, creator) - individual's creative ability to characterize readiness for the production of new ideas and to be part of the identity as an independent Factor [5].

A creative person is a person who, as a process or result, manifests creativity, tends to approach issues in non-standard ways, is capable and willing to organize specific actions, advance innovations, create creative products [3,4]

American psychologist P.Torrens believes creativeness is a problem or advance scientific hypotheses; review and change of hypothesis; decision identify the problem on the basis of the formation of the results; the problem in finding a solution, knowledge and practical actions represent impressiveness in relation to interdependence.

M.N.Gnatko treats creativeness as a special trait of an individual, conditioned by the creative capacity of a person, the ability to manifest social creative activity. When determining the concept of creativity, it uses a description of the process-result, and when determining creativeness-a description of the subject-condition [5,11].

N.M.Gnatko offers the study of creativism into the following sections: potential creativism; creativism in activity.

N of potential creativeness.M.Gnatko believes that it is a creative activity that represents the potential location of the individual, which manifests itself in a theoretically ready form into active creativeness under certain external conditions. Potential creativity is a necessary sub-condition of creativity.

Creativeness in activity-in some type of activity, creative activity forms the relations of individual characteristics of a potential creative individual with a description of that or that type of activity, which ensures the direct preparation of the presenter. Active creativity is the most important subject of creativity [6,7].

Studies show that potential creativeness is the creativeness that can be realized. The transfer of it to creativity in activity is carried out by the carrier (subject) of a particular type of activity, making radical changes in its assimilation.

V.A.Slastenin, N.M.By adding to gnatko's view of changing potential creativeness on the basis of imitating regular activity creativeness, he believes that by complementing it, creativeness develops through imitation, copying, and imitation-based creativity leads to real creativity [8,10].

Conclusion

Several stages of creativity in the teacher's activities can be identified: at the first stage, ready-made methodical recommendations, instructions are transferred to practice; at the second stage, some adaptations (modifications), methodological methods are introduced into the existing system; at the third stage, the content, methods, form of the idea and implementation are fully developed; at the fourth stage, their own unique The content of formation and development of stable creative qualities in a person is understood in the process of training a creative person – teaching creativity and self-creative manifestation [9].

Creative approach in the organization of pedagogical activity with creative qualities, activity in the creation of ideas that serve to develop new, advanced, educational activity,

personal qualities, will pay special attention to independent study of advanced pedagogical experiences.

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