



## Development Of Creativity of Future Teachers

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### ABSTRACT

The article discusses the features of the development of creativity of future teachers. The psychological and pedagogical conditions for the formation of students' creative potential are characterized. The heuristic methods of organizing classes are analyzed and the expediency of their application in the process of professional training of future teachers is substantiated.

### Keywords:

Creativity of future teachers, heuristic teaching methods, professional training, creativity, creative thinking, creative thinking, creative abilities, creative motivation, creative environment.

One of the significant shortcomings of modern professional pedagogical education is that it has a weak impact on the creative potential of its future teachers, including the development of the future. Analysis of the activities of teachers of modern higher educational institutions shows that the level of pedagogical practice aimed at developing their creative abilities is insufficient. In most future professional and pedagogical activity of teachers, creativity prevails over the system of work, stereotyped methods and methods aimed at algorithmic actions of students. Therefore, one of the most important tasks of pedagogical higher educational institutions that prepare future teachers is the development of creativity in future teachers, the development of their creative potential, the preparation of future teachers for the application of elements of creativity in professional and pedagogical activity.

Pedagogical aspects of creativity in vocational training of teachers in higher education Yu.P. Azarov, A.V. Akimova, R.S. Gurevich, I.A. Zyazyon, N.V. Small, N.V. Fallmina, A. N. Kutseval, L.M. Lozine, 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.

When the future teacher says creativeness, we understand the holistic quality of the pedagogical tasks that arise in the educational process, which determines the teacher's ability to create unique, innovative ideas for different solutions. It is characterized by the fact that the teacher is able to see the pedagogical problem in a timely manner, develop creative ways to solve it, and act in a way that is specific, and not according to a specific template [1, p. 233].

One of the main conditions for developing the creative thinking of future teachers is the orientation of this educational process to his personality, taking into account the individual characteristics, inclinations and aspirations of the student. That is, it presupposes professional pedagogical education to students, first of all, the use of different approaches to creative training, aimed at individual qualities of the individual.

The formation of the creative potential of the future teacher in higher educational institutions is facilitated by the introduction of

non-traditional forms and methods of teaching, innovative pedagogical technologies, the organization of various psychological and pedagogical Sessions. Bunda organizes professional and pedagogical tasks, active participation in scientific conferences, competitions, discussions on the problems of higher education and other educational and scientific-methodical activities. In this, conditions are created for the professional self-development, self-affirmation and self-manifestation of the personality of the teacher.

First of all, let's characterize the creative qualities of future teachers, including psychological and pedagogical conditions that promote the development of creativity in the direction of future teaching methods in pedagogical universities. For Example, E.P.Torrens separated the following conditions that help develop the creative thinking and creativity of the individual: the presence of creative abilities and creative motivation [2, s. 307]. At the same time, if these three factors coincide, a high level of manifestation of creative abilities is possible.

1) incomplete cases that differ from strictly defined and strict control;

2) Create and develop strategies and tools for future activities; 3) promote responsibility and independence;

4) to give information to independent developments generalizations, observations.

In the process of forming creative thinking in future teachers, the use of problematic educational technologies in the formation and solution of Educational, Scientific and professional pedagogical problems is important. Therefore, it is necessary to develop the creative thinking of future teachers of all organizational forms and methods of teaching in modern higher educational institutions: lectures, practical and seminars, subordination to independent and individual work. It is known that the problematic lecture will arouse interest of students in the issues under study, encourage activity and independence in search of further information. At the same time, in the process of solving the problems proposed by the teacher, additional knowledge is obtained

independently by them. Problematic lectures include: lecture-dialogue, lecture-discussion, lecture-discussion, etc.

Problematic practical and seminar sessions can be conducted in various forms, for example: in the form of discussions on individual issues of the subject; in the form of discussion, debates (requiring independent study of additional instructional material); in the form of defense of theses that will attract the attention of all students and contribute to the development of evidence-based thinking; in the form; in the form of business Games, which is an active method of training specialists, because they involve the use of certain forms of research, training and education.

Practical training, which is an integral part of the professional training of future teachers, should be organized on the basis of the project method. This form of practical work of future teachers is, in our opinion, the most optimal and useful, as the project topics, which are aimed at solving the pressing problems related to the organization of modernized and innovative teaching of the future teaching methodology and the educational system, scientific and practical research are studied by the students either in small groups or individually, and after the

Thus, it is possible to distinguish some groups of methods that contribute to the formation of professional creative thinking of the future teachers, including the formation of creative thinking in the teaching of the future ni, by purposefully interacting with each other, using the necessary forms and methods of cooperation between the teacher and the students, the organization of the educational process [5, 174], they are classified as follows:

1. On the methods of Organization of educational activities:

ilashni step-by-step Organization of didactic tasks, the choice of methods of their solution, diagnostic and structural and logical methods characterized by the evaluation of the results obtained; training methods aimed at the development of certain algorithms of educational-cognitive movements and the solution of the usual problems during training (these can be tests and practical tasks, it is

worthwhile to add elements of creativity; methods of the game, which are characterized by the interaction of the subjects of the educational process (educational tasks are included in the composition of the game), etc.

2. In the formative direction, respectively:

a) methods of developing creative activity experience:

methods of using complicating conditions, namely: the method of limiting time, the method of blocking gratuity, the method of new options, the method of lack of information, the method of negation; methods of Group solving creative tasks: the Delphi method, the method of "black box", the method of diary; methods of stimulating collective creative search: clever attack, Syntectics and other methods.

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

Of course, there are many other approaches to developing professional - creative thinkingtirishga and classifying methods that will help develop creativity in future teacherstirishga. But there are also factors that adversely affect the manifestation of creative thinking in future science teachers. S.D. Smirnov [5, s. This includes, in the opinion of 87], the following: time limit; or anxiety; strong or weak motivation for learning; striving to find a solution quickly, this usually leads to a decrease in the quality of tasks by reducing the time it takes to complete it; a method of forming task conditions that provoke a wrong solution; a lack of confidence in their abilities due to previous failures and the reasons for others.

A well-known creative researcher G. Ouch calls omillarni "intelligent locks", which inhibit creative thinking, that is, a strong attitude of consciousness, which hinders the creative side to the solution of life and professional situations. In his opinion [6, s. 141], this includes: self-insecurity; fear of appearing

worse than others; the habit of assessing all life and educational situations from the point of view of logic; striving to be always practical; the habit of observing generally accepted rules; setting only one correct answer; tendency to avoid uncertainty; subconscious thinking that it is impossible to make mistakes in general and in others.

We support the views of researchers who believe that the future teachers should make extensive use of the methods of evristical training at the stage of vocational training [5, 6], which actively encourage the development of creativity in the students and formulate their creative qualities.

In our opinion, let's analyze the main ways in which it is worthwhile to apply future teachers in vocational training in the conditions of Higher Education. For example, the "agglutination" method is designed to develop the ability of these students to combine the qualities, characteristics or parts of things that are incompatible in the real world, such as hot snow, volume gap, sweet salt, black light, etc .tirishga The use of this methodology will help future teachers develop the ability to advance fantasy, imagination, bold ideas and hypotheses .tirishga It is worthwhile to use this method during active lectures and practical (seminar) sessions on the future and its teaching methodology.

His main task of the clever attack method is to collect the most ideas from the participants. This is an operational way of solving Group problems as such, its participants are offered to express as many options as possible to solve it, encouraging creative activity. After that, from the total number of views expressed, the most successful ones that can be used in practice are selected. From this methodology, it is expedient and useful to use it in practical work on the future in small groups, when each student has the opportunity to advance his idea for solving the problem, it is possible to create an algorithm and implement it in his software.

The method of projects is a method in which the learning process is directed kuchaytirishga educational activities taking into account the individual needs and

individual qualities of the students. The purpose of the project method in education shaxsiyat is considered to be a specific transition from development to development, self-development reveals its intellektual and creative potential, and the possible forms and methods of organizing project activities in the process of training future teachers can be as follows: execution of individual projects in small groups or in the course of planned laboratory; combining educational material on specific topics in the form of a creative assignment or final repetition in the form of a project (performance of tests, future iy works and writing theses on the future or methods of teaching it).

The Delphi method allows a group of researchers to reach maximum agreement of their thoughts in search of the right solution through queries, interviews, mind attacks and the like. This method excludes the possibility of open conflicts between carriers of anti-dependence, since there is no direct contact between specialists. It can be used in conducting scientific and practical Internet conferences or in discussing problems in related forums.

It is possible to use playing techniques that can be used during lessons of any Form [1B. 15]. For example, in practical and seminar classes on the future subject for students, especially on the topic crossword puzzles, rebuses, solving or compiling future smell charades; computer drawing contests; can conduct quizzes on specific topics.

We will consider some examples of instructional assignments that are expedient to be used by Future future teachers at the stage of Higher Education. For example, on the computer, you can offer such tasks: the screen will show part of the upcoming iy information on the subject under study students. It asks them to determine what the subject is intended for. Or he will have to find an error that is deliberately entered in a certain information.

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

In the formation of an individual style of pedagogical activity, each higher education

teacher can choose for himself any evristical forms and methods of teaching students. At the same time, it is necessary to ensure that the results of their application have a positive impact on the development of creativity of future teachers.

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