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FORMATION OF STUDENTS' CREATIVE THINKING SKILLS IN TEACHING PEDAGOGICAL DISCIPLINES

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Abstract. In this research paper important to developed an integral system for the formation of creative thinking of future teachers in the process of teaching them pedagogical disciplines and guidelines on the organization of work with the execution of tasks, aimed at developing students' creativity. Educational institutions are now faced with fundamentally new tasks aimed at developing students' systems thinking, creative activity and independence. In institutions of secondary vocational education, in the training of a specialist, the main thing is not the assimilation of ready-made knowledge, but the development of graduates' abilities to master the methods of cognition, which make it possible to independently obtain knowledge, creatively use it on the basis of known or created methods of activity.

Keywords: creative, formation, teaching, pedagogical disciplines, students, thinking, skills.

抽象的。 在这篇研究论文中，重要的是开发了一个完整的系统，用于在教授教学学科的过程中培养未来教师的创造性思维，以及关于组织工作和任务执行的指导方针，旨在培养学生的创造力。教育机构现在面临着旨在培养学生系统思维、创造性活动和独立性的全新任务。在中等职业教育机构中，专才的培养，主要不是吸收现成的知识，而是培养毕业生掌握认知方法的能力，使他们能够独立获取知识，在已知或创造的活动方法的基础上创造性地使用它。

关键词：创造性、形成、教学、教学学科、学生、思维、技能。

Introduction

In connection with the reform of education, the question of optimizing the educational space is increasingly being raised. The leading role in this process is undoubtedly played by the teacher. That is why, in many scientific studies, an attempt is made to identify the optimal set of characteristics that allow a teacher to be successful in today's unstable educational space. We believe that one of the leading characteristics necessary for a teacher is creative competence. It allows the teacher to use a variety of strategies in solving problematic pedagogical situations,

variably apply modern educational technologies and methods, avoid monotony and routine in the classroom. Creative competence, if a teacher possesses it, has a number of positive consequences not only for students, but also for the teacher himself. First of all, it contributes to professional growth, the desire for self-improvement, and also prevents professional burnout.

From the point of view of the advanced training system, the question arises about assessing the level of development of the teacher's creative competence. To date, there are practically no

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validated methods that satisfy the set tasks aimed at determining the level of creativity in pedagogical activities, so we made an attempt to develop, validate and test the methodology for assessing the level of creativity of teachers.

Pedagogical creativity is manifested in the ability to see, pose and solve pedagogical problems in an original way, in the ability to predict the educational process, to quickly and correctly navigate in the created extreme pedagogical situation, to foresee the pedagogical result. Creative pedagogical thinking is a necessary basis for the implementation of creative actions, which consists in the analysis of specific pedagogical situations, the formulation and creative solution of problems in the conditions of activity. To answer the question about the creative implementation of professional pedagogical functions, it is necessary to study the specifics of professional pedagogical thinking.

The question of how creative competence can be formed among students of a pedagogical university or among already working teachers is very acute. Since we stand on the positions of the competence approach, we believe that for the implementation of the above task, the provisions of this approach should be used, in particular, the technological approach, which guarantees the achievement of the set goal.

Methods of research

As part of the experimental work, we attempted to develop a technology for the formation of a number of pedagogical competencies, including creative competence, among teachers working in the vocational education system. In this case, the sample was determined randomly, since the requirements for the level of competence of teachers, incl. and creative competence are mandatory and universal in connection with the

introduction of new state educational standards at each level of education.

Speaking about creative competence as the key one in the structure of pedagogical competences, we highlight the levels of manifestation of creative competence in pedagogical activity. Outwardly observable manifestations of creative competence are pedagogical technologies used and adapted by the teacher to the conditions of current educational activities. The highest level of manifestation of creative competence can be considered the creation by the teacher of the author's special tools for achieving educational results, and first of all for the formation of supra-subject and supra-professional competencies in students, but more often in practice we are dealing with the choice of pedagogical tools from among the available ones. This toolkit should be analyzed by the teacher for the adequacy of the stated goal, if necessary, adapt or combine, synthesize from several means. The elementary level of competence can be considered the level at which the teacher uses an established toolkit and purposefully uses its capabilities to achieve meta-subject results. An intermediate stage in the manifestation of creative competence will be the level associated with the search and adaptation of special tools, depending on the characteristics of students, the requirements of employers, the specifics of the educational institution, personal and professional characteristics of the teacher. Let us repeat that we consider the highest level to be the one at which the teacher is able to select and synthesize effective tools in his pedagogical system using amplification mechanisms, which, in fact, constitutes the teacher's creative competence.

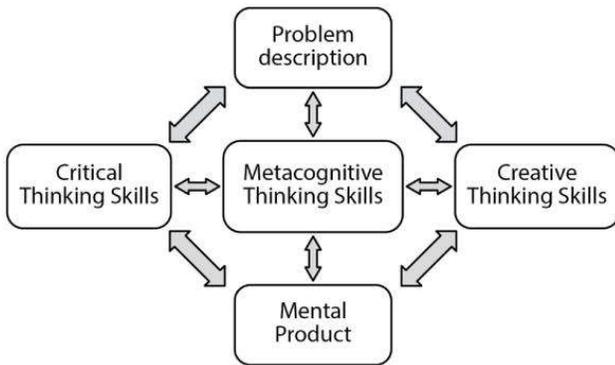


Figure 1. Creative thinking skills in the teaching process

The purpose of the proposed technology is the formation of professional pedagogical competencies, among which the key is creative competence. This goal can be achieved through the solution of the following tasks.

1. Improving the knowledge of teachers in the field of research of the competence-based approach.
2. Organization of research activities of teachers for the development and testing of technological tools for the development of key competencies of students through the introduction of developing technologies, systems, approaches.
3. Identification, generalization and dissemination of positive teaching experience in the formation of key competencies of students by means of the subject.
4. It is obvious that the teacher himself should have the appropriate over-professional competencies.

The approbation of the technology for the formation of creative competence was carried out in the context of the advanced training system, which, by definition, is designed to improve both professional and supra-professional competencies. An effective mechanism for this is

the integration of the form and content of retraining, i.e. the mastered methodological or technological means of forming supra-professional competencies should be an organizational form for conducting classes in the system of advanced training.

The content of the course corresponds to the 4 components identified by us in the competence structure, and is represented by four blocks. The first is devoted to the theoretical foundations of the competence-based approach (knowledge component), the second - to the study of the capabilities of individual methodological tools: work with concepts, with educational tasks, with tables (motivational-evaluative). Moreover, all types of activities organized within these blocks are implemented using concepts, tasks and tables with subsequent reflection. This allows you to move on to a more complex and systematic analysis of pedagogical technologies, presented in the third block (activity component). Each seminar dedicated to a specific technology should be implemented within its framework. The fourth block is devoted to the development of lessons and extracurricular activities aimed at the formation of meta-subject results (reflexive-activity component).

To achieve the stated goals, it is necessary to use a variety of forms and methods of conducting classes. Traditional lectures have been replaced by informational stuff (inputs) - short messages revealing scientific and theoretical positions on the issue under discussion, which are accompanied by PowerPoint presentations. This form sometimes precedes and stimulates the active work of the seminar participants, and sometimes it is its result. To organize such vigorous activity of participants in each lesson, group and collective types of work are provided (discussions, discussions, development of

educational tasks). Reflection is an obligatory component in the lesson. As the program progresses, the time allotted for generalization, comprehension and processing of the participants' own pedagogical experience and their development of the author's position related to the formation of key competencies increases. Actually the manufacturability of the proposed form of work is determined by the presence of 4 compulsory components: goal-motivational, informational, practical and reflective. They protrude provide a framework that ensures consistency, leaving room for pedagogical creativity and variability.

The motivational component in the structure of the seminar is designed to help the understanding of how the problem discussed in a specific lesson manifests itself in the pedagogical work of each participant, how relevant it is for achieving an educational result, what specific "products" the teacher will have at the end of this lesson.

The information component for each lesson contains a selection of theoretical views, approaches, and opinions on the problem that is declared as the topic of the current seminar. The forms of presentation of information materials are different: presentations, reference notes, comparative tables, etc.

The practical component is the central and most important, weighty component in the planning of training activities in seminars. The "products" of the creative activity of the seminar participants depend on the efficiency of the organization of group and collective work.

The behavior of the facilitator at the seminar is a model of the interaction of the teacher with the students, which also illustrates the integration of form and content. During the execution of group assignments, the leaders of the seminar carry out process consulting. Ready-made answers,

advice, criticism are excluded, but problematic questions are formulated that allow the group members to understand, realize the directions of thought activity, reflect on their strategies, and, if necessary, look for alternative ways, ways to accomplish the proposed task. Thus, due to process consulting, everyone is involved in the process of developing and solving problems.

The organization and implementation of the reflective component in seminars does not require much time, but it is extremely important. To do this, you can use the method of unfinished sentences, when each participant or group needs to complete some phrase related to the attitude to the issue under discussion. The written form of reflection can be used in cases when the lesson is developing any methodological products, for example, a fragment of a lesson using a particular technology. In this case, it is possible to apply the "spinner" technique, in which all the others must refer to the products of colleagues' activities. At the same time, the written attitude allows the microgroup participants to return to finalizing their materials at the end of the seminar and at the next lesson to present the final product, taking into account the comments and wishes of colleagues.

For many people of various professional backgrounds, teaching is a means of self-realization and self-expression, and at the same time generating income. In turn, educational institutions need competent, qualified, creatively working teachers. Any discipline can be taught in an exciting way, or it can be boring and formal. The quality of professional training of students depends on the level of the teacher's professional competence, the level of his education, pedagogical approaches, creative discoveries, and the ability to work effectively in a team. The teacher can prepare the lesson in such a way that

the selected material, together with its dynamic presentation, causes a noticeable emotional response. Such classes, as a rule, remain in the memory of students for a long time. Professional success is important for every teacher, which is ensured by professional qualities: personal, communicative, interpersonal and professional pedagogical. The personal qualities of a teacher include such characteristics as kindness, patience, benevolence, emotional balance, restraint, objectivity, decency, fairness, objectivity, dignity, commitment. A qualified teacher knows how to maintain a benevolent emotional background in the classroom, which does not exclude his exactingness. The ability to understand the student's mood, the ability to show his abilities, is highly appreciated by his students. The teacher's relationship with students is determined by the degree of his authority. Friendly relations between the teacher and students are often the basis for joint scientific activities. However, it should be borne in mind that friendliness should be in moderation, familiarity with students should not be allowed. At the same time, excessive distance of the teacher leads to the formalization of the relationship between teacher and students, and does not contribute to the creation of a creative atmosphere. When teaching, you can distinguish between personal and business communication. The content of personal communication is events, impressions, relationships, outside the educational field of activity. The content of business communication is determined by the educational process or teamwork. Often, academic performance problems are associated precisely with low communication skills of students. Therefore, it is especially important for the teacher to understand the basic role of communication for learning, and, if necessary, to

correct its development in time for students of any age and level of education. Particular value is the teacher's ability to correlate and coordinate his actions depending on the environment, to act in the context of the situation. It is important for the teacher to imagine how he looks in the eyes of the students. What he communicates to his students with his behavior and his appearance. Of course, the teacher must strive to be modern in accordance with the time: to know and understand the aspirations and interests of students, and at the same time, he should raise, pull students up to their level. You should not follow the path of least resistance, and strive to gain false authority by tuning in to the "wave" of students. It is known that students not only appreciate and respect the teacher's positive qualities (intelligence, erudition, politeness, appearance), but also determine some of the negative aspects of the teacher's character and behavior.

Results

Negative qualities destroy pedagogical activity, manifested in the teacher's imbalance, his desire to "settle scores" with students, the emergence of revenge, arrogant behavior, public demonstration of his antipathy, harms the teacher's image, and destroys his pedagogical activity. If a teacher is highly active, he breathes optimism, it is easy in his society, then students understand that he will offer new, unexpected and interesting ideas. One of the mechanisms of interpersonal interaction is such a teacher's quality as decentration, that is, the rejection of their egocentric attitudes. Thanks to decentration, you can look at yourself through the eyes of the interlocutor and assess the situation of an emerging or emerging conflict in order to resolve it. Flexible analysis of the

problem, awareness of its essence, creative imagination, thought experiment determines the options for solving the problem. Psychological studies have shown that for most teachers, their personal position and peculiarities of self-awareness are often too closely related to their professional position. Many teachers find it difficult to separate themselves as a person, from themselves as a teacher. That is, the professional position of such teachers penetrates into their personal life. At the same time, the opposite situation is observed, when the personal position directly determines the professional position of the teacher. The confusion of these positions introduces difficulties both in the personal and professional life of the teacher and this is already fraught with professional "burnout". The professional qualities of a teacher include erudition, and competent and intelligible presentation of the material, instant reaction to the situation. The teacher's quick speech causes difficulties in her perception. Fast speech is difficult to write down, and sometimes even understand, and slow speech of the teacher leads to the fact that the lesson seems boring, uninteresting. The professional skill of a teacher is determined by the degree of knowledge of the subject being taught, his broad education, the degree of his scientific training in this specialty. The second important point is knowledge of the methodology of the subject and general didactic principles, knowledge of the characteristics of students. An essential sign of pedagogical abilities is the ability to understand and feel the characteristics of a student's personality. An approach to a student, taking into account his individual characteristics, a reasonable choice of means of pedagogical activity, a sense of tact allows the teacher to find ways to develop a higher level of knowledge among students,

thanks to a sense of the correct orientation. The teacher must have a clear understanding of the characteristics of the students with whom he is working. For this, it is advisable to build with them not only formal communication in the classroom, but also informal communication outside the classroom. For successful teaching, it is important for the teacher to navigate the interpersonal relationships and the value sphere of the study group or class. This makes it possible to take into account the individual characteristics of their students and build an effective educational process. Such a teacher becomes a central figure for students, since he not only knows a lot and can, but also helps to learn critical thinking, analysis, problem setting, and the ability to highlight the main thing and draw the right conclusions. Willingness to understand the mental state of students and empathy (empathy), the need for social interaction and "pedagogical tact" are of great importance in determining the qualities of the teacher. It is thanks to pedagogical tact that the general culture of the teacher can be expressed. The sense of proportion in the behavior and actions of the teacher is a manifestation of pedagogical tact, which, in turn, can rightly be considered a specific instrument of the teacher's influence. The tactlessness and impudence of the teacher leads to the fact that the student becomes withdrawn, distrustful, and loses interest in learning. Endurance, poise, resourcefulness and a sense of humor are the hallmarks of a tactful teacher.

Resourcefulness and a sense of humor allows you to defuse the situation, deliberately not focus on negative moments, and maintain a benevolent emotional background. Of course, unhealthy humor, ridicule, taunts, derogatory form of address is unacceptable. Today, the secondary

education system needs a teacher with a high level of development of moral intellectual qualities, a real intellectual.

Conclusion

All components of professional and pedagogical communication are peculiarly manifested in the activities of each teacher. The manner and style of teaching is as individual as handwriting. Therefore, the teacher needs to find an individual style of communication with the audience. The uniqueness of the teacher's style arises only in numerous combinations of professionally significant qualities. Self-improvement of the teacher, self-preparation, allows you to find ways to increase your authority among students, educate them by your example of passion for the subject, encourage students to work on their own, develop in them the desire to eliminate their shortcomings. The art of teaching is revealed as a teacher's personal professional and creative talent. The creative potential of the teacher accumulates over the years. It contains not only new ideas that came with new knowledge, but also includes the experience of previous years of work. We can say that it is formed on the basis of social experience, psychological, pedagogical and subject knowledge. Solving pedagogical problems and common everyday problems in rapidly changing living conditions allows the teacher to find non-standard options for getting out of this situation thanks to his creative abilities.

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