
Open Access Article

DEVELOP THE CREATIVITY OF FUTURE TEACHERS

Kurbanbaeva Malika Urazboevna

Nukus state Pedagogical Institute named after Ajiniyaz. city Nukus, Uzbekistan

Abstract: The article presents suggestions and recommendations for improving the methods of developing creative and communicative skills in the preparation of future teachers for pedagogical professional activity, their effectiveness. Professional and pedagogical competence of future teachers content, forms and methods of its improvement, professional competence the qualities and their essence are explained. Promising specialist stages of self-improvement in improving professional competence, yourself through self-development, analysis and monitoring forms of objective assessment are given.

Key words: future teacher, pedagogy, didactics, style, professional activity, creative communication.

摘要：本文提出了一些建议和建议，以改进培养创新和沟通技能的方法，为未来教师的教学专业活动做好准备，提高其有效性。阐述了未来教师专业能力和教学能力的内容、其提高的形式和方法、专业能力的素质及其本质。有前途的专家自我提升阶段在提高专业能力方面，自己通过自我发展、分析和监测的客观评估形式给出。

关键词：未来教师，教学法，教学法，风格，专业活动，创造性交流。

The systemic reforms aimed at ensuring the quality of education in modern higher educational institutions are based on the development of professional skills of teachers, their modern education and innovative technologies, the development of modern knowledge, skills and competencies in the development of advanced foreign experience. In connection with the importance of modernizing the process of retraining and advanced training of teachers in our country, improving the content of education and the quality of teaching, taking into account modern development trends in this area, advanced foreign experience and innovative approaches, it has grown to the level of state policy. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-4732 dated June 12, 2015 "On measures to further improve

the system of retraining and advanced training for leaders and teachers of higher educational institutions" dated April 20, 2017. "On measures for the further development of the higher education system" Resolution No. PP-2909 dated June 5, 2018 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country." "No. PP-3775 and others are a good example of this.

One of the features of the development and modernization of the system of advanced training and retraining of personnel is the organization of a wide range of effective measures to integrate science, science and industry.

The introduction of innovative technologies, scientific, fundamental and applied research in

this area, the introduction of modern scientific achievements in the education system based on the identified priorities, higher educational institutions, academic lyceums and professional colleges in the industry. One of the main problems is to ensure the integration of science, education and production through the gradual creation of scientific and educational research centers based on science and technology.

At the same time, create conditions for increasing the creative and intellectual potential, practical skills and abilities not only of leaders and teachers, but also professors and teachers of higher educational institutions involved in the process of advanced training and retraining, including in higher and secondary schools. In special vocational education, the main goal is to improve the qualifications of existing teachers with academic degrees and titles.

In the process of professional development and retraining of teachers, a new approach to the personality of practicing teachers is a necessary requirement of modern social development. In the system of lifelong education, general secondary schools occupy a special place because of their weight and as an initial basis. Therefore, it is important to diagnose the professional development of a school teacher on the basis of clear criteria, to study his capabilities and advantages of independent work.

This, in turn, requires the creation of conditions for the continuous improvement of the teacher's professional skills at the general level. The planned organization of the teacher's work is the key to academic success. Science-based lesson plan, adequacy of visual aids, freeing teachers from uneducated work, saves energy and time, and increases productivity.

The study of the theoretical-methodological, pedagogical-psychological and scientific-

methodological foundations of the integration of higher education and advanced training and retraining will lead to the elimination of problems in this area. The use of foreign specialists and foreign literature in this area is also an important issue in the retraining and advanced training of teachers. Foreign scientists provide information about world-class educational practices, systems, advanced technologies and modern methods of information and communication technologies, as well as their research, through which our students get acquainted with the latest advanced technologies and exchange experiences.

Creative education is a special approach to equipping young people with social experience, education aimed at the activities of children, thinking. It operates in the context of the work of the system on it, the work of the society to educate young people, covers the problems of lower organizational systems, the creative assimilation of information content, the development of creative abilities in children and the increase in educational activity.

Aptitude and interest-the main individual of the bent person features are. A game where those who work in different fields activities and from each other with the fact that they do something quickly or slowly in creativity they differ. Some people do one job slowly while the other a person does it quickly. Activities of some people effective, if serunum, then others will be my bow. Some people Lasa more hands on creative, original methods in their work, some and from the activities of people, such methods are less visible.

The medieval encyclopedist Abu Ali ibn Sina also paid special attention to this issue in his writings and advocated teaching children in a group, rather than individually. Ibn Sina told the

students to read together in groups. Such joint learning helps to strengthen the desire to master them, to develop the desire of each child to compete with each other, to realize their existing potential. All this creates the basis for children to read well and think creatively. If the learning activity of students is not focused on creative thinking, if they do not become active in the learning process, they will never be able to achieve conscious mastery. In practice, it has been proven that the primary education process is effective and gives good results if it meets the following requirements:

- Students are open to learning and actively participate in relationships and cooperation with other participants in the educational process;
- be able to analyze their activities and realize their personal potential;
- They can be practically prepared for the situation that they will inevitably face in their lives and professional activities in the near future;
- They can believe in themselves, not be afraid to express their opinions and make mistakes when they are not discussed or evaluated negatively.

When using an interactive learning mode based on communication, cooperation and interaction of all participants in the educational process, almost all of the above requirements are met.

Here is an example of a method that is effective in developing student creativity in primary education.

Method "Looking for a friend". To complete this method, each student will need white A4 paper and a marker or pen.

Assignment: Write an ad that you are looking for a friend in the newspaper (as in modern newspapers in the section "Dating"). Give him the title "I'm looking for a friend." This ad may

reflect your interests in yourself, what you enjoy doing, what might be of interest to another person. Make sure your ad is big, try to be sincere. Think about what you want to read in the ad so you can answer it yourself. You do not need to write your name under the ad, or you can come up with a nickname for yourself.

Notices are then posted on the classroom walls, and students mark the three they like best with a sign. The teacher looks at all the announcements they have read, removes the three announcements that the children like best from the wall, and reads them aloud.

Discussion:

- How did this ad interest you?
- Would you like to have such a friend? Why?
- Who do you think can convincingly say that you are their friend?
- Who can explain the concept of sincerity?
- Is it difficult to be sincere? Why?
- Was it difficult to write about yourself? What was this challenge?
- Have you ever wondered if you can fit the term "friend"?

This method can be applied to any subject, adapting it to the topic studied with students, not only in geography lessons, but also in accordance with state standards.

The advantages of this method are that it helps students to realize their abilities, overcome communication barriers and improve their communication skills. Encourages students' efforts to gain knowledge of the topic being studied.

Keep in mind that weak learners may need help using this method.

The teacher should pay attention in his professional process and work on himself, creative activity aimed at creating creative abilities, innovation, not only facilitates his

work, but also plays an important role in increasing the effectiveness of the educational process. Self-development and self-development are important for obtaining professional and pedagogical competence. Self-development tasks are determined through introspection and self-assessment. Today, activities aimed at creativity, ingenuity, innovation are interpreted as creative activities.

Structural foundations of creativity: special or professional competence (high level of organization of professional activity) Autocompetence (ability to social development) Extreme professional competence (ability to work in unexpected situations) Social competence (joint organization of professional activity, social responsibility). For this reason, the development of creative abilities should take place only in a specially organized environment. In order to further use creative skills, it is necessary to include special tasks in the educational process. A. Maslow also views creativity as an innate creative direction, an activity that is often lost under the influence of the environment.

It is concluded that in order for students to become active participants in the educational process in education, it is necessary that each teacher be aware and widely use modern information and innovative pedagogical technologies.

A high level of intellectual ability can contribute to the development of talent in any field of activity. A special role in this is played by age-related talent, which may disappear or develop in the future.

CREATIVE COMMUNICATIVE ABILITIES.
Emotional ability Cognitive ability Cognitive ability Positive - the concept of "I" Humor Empathy Instability Perceptual activity

Improvisation Independence Adequacy Assertiveness Lateral thinking Entrepreneurship Originality Motivation Intelligence 15 due to the ability to describe positive behavior, demonstrating original, non-standard methods. Summarizing the analyzed studies, we consider the following components of creative communication: emotional, cognitive and conative. In modern theory and practice of pedagogical science, groups of organizational-pedagogical, psychological-pedagogical and didactic conditions are distinguished. Organizational and pedagogical conditions are a set of opportunities that successfully solve educational problems and are directly related to the development and functioning of the pedagogical process. In our study, pedagogical conditions are organizational conditions that ensure the functioning and development of the pedagogical system, reflecting the totality of the possibilities of the educational and material and technical environment, which has a positive effect on the subjects of the educational process. Based on the analysis of the organizational and pedagogical conditions and the characteristics of the system for the development of creative and communication skills used in the practice of higher education, we believe that it is necessary to ensure the effectiveness of the developed system through the organization of classes aimed at developing creative abilities and creative and communication skills. The main principles for organizing such classes should be reliance on the student's imagination, freedom of expression of the imagination and creativity. Creative and communicative ability acquires a social necessity, which means that a person consciously adheres to moral principles and legal norms established by society in the process of communication. Creative communication skills

develop directly along with qualities such as thinking outside the box and not being afraid to take risks. As a result of our research, we have developed a model for the development of creative and communication skills of future teachers. This pedagogical scheme consists of all constituent components (social need, purpose, principles, approaches, functional components and important qualities, training content, educational process, assessment criteria, training levels).

The motive formed in students and the designated target areas arise as a result of the implementation of the motivational-target component. The semantic and organizational component of the system is aimed at solving the problem of collecting and systematizing knowledge about the features of communication in the educational process, as well as about methods and techniques for developing creative abilities. The functions of this component are as follows: the information function determines the content, which ensures the development of creative and communicative abilities and allows to activate the subjects of the educational process; and the coordinating function is aimed at determining the vectors of interaction between the subjects of the educational process within the system.

The content-organizational component is based on a binary program for the development of creative and communicative, consisting of two blocks. The first block allows you to teach the communication process, and the second block is aimed at developing the creative abilities of future teachers. The process of developing the creative and communicative abilities of future teachers is a rather complex process in which the significance of modern teaching methods is incomparable. As part of the study, a

modernized didactic support for the development of creative and communication skills in future teachers was developed. Below are examples of interactive developments in relation to the subject of teaching excellence and the process of educational experiments in extracurricular activities:

The case study method is a methodology for developing students' ability to find effective solutions to problem situations by describing various situations, that is, cases. This involves looking for specific solutions to professional problems in real-life situations.

Freewriting Freewriting is a writing technique and method that helps you come up with unusual solutions and ideas that are similar to your way of thinking. This is necessary to record all thoughts that appear over a period of time (usually 10-20 minutes).

- When using the method effectively, it is important to pay attention to: how to attract the attention of the interlocutor;
- Do not neglect the way you communicate in professional activities; analyze communication with yourself and others; think about how to communicate;
- List the qualities that meet the requirements of the communication process.

The framing and focusing method is used to develop students' creative abilities, increase vocabulary, develop the ability to assimilate a program of action in new situations.

Vreak patterning method - to teach students to use unusual methods and techniques when solving a specific problem, when ordinary speech is less effective, if there is no confidence in achieving a positive result; an explanation that risk is always associated with creativity and serves to prepare for action. The diagnostic component of assessment develops assessment

criteria (reflexivity, cognition, communication, creativity), designed to comprehensively determine the level of formation of creative-communicative functional components (emotional, cognitive and oriented) of future teachers (high, medium and low).

In order to increase the effectiveness of teaching with the help of the developed methodological manual for the curriculum and the program of the circle "Creative teacher" when teaching the subject "Pedagogical skills" were tested.

The pedagogical results of pedagogical experiments were generalized on the basis of standard developments and innovative didactic tools, the conclusions were tested in practice, and the results were analyzed using mathematical and statistical methods. Throughout the entire period of the experiment, we represent the effectiveness of the developed system of creative and communicative development, taking into account the conditions of each experimental work. In the mathematical and statistical analysis of the data obtained, the criteria for the selection of students were used.

The results of the experimental work carried out in the course of the study showed the effectiveness of theoretical and practical, independent learning based on educational and methodological support and methods introduced into the educational process in order to prepare future teachers through the formation of communicative competence. Mathematical and statistical analysis of the effectiveness of experimental work in higher educational institutions showed that the effectiveness of assimilation in the experimental group was 12% higher than in the control group.

Based on the analysis and conclusions, the following conclusions were drawn:

In the pedagogy of higher education, a great deal of experience has been accumulated in the development of students' creative and communicative abilities, but this problem has not yet been sufficiently studied. This is determined by a number of scientific conditions, in particular:

- 1) development of creative theory;
 - 2) the definition of the theory of training and education;
 - 3) ideas for the development of personal communication.
 2. The need to improve the quality of professional training of future teachers, to change the educational and professional standards of graduates of pedagogical universities, the importance of developing a theoretical and methodological apparatus to ensure the appearance of creative and communicative teachers among future teachers has been calculated.
 3. The development of creative and communication skills in future teachers is a purposeful process aimed at developing certain abilities in them, which is embodied in the emergence of original, non-standard ways of solving communication problems aimed at achieving the goal of interaction with the subjects of the educational process.
 4. Creative and communicative is presented at three levels - high, medium and low.
- The following components of creative communication:
- a) emotional (sense of humor, creative motivation, assertive (correct assessment of oneself and the interlocutor), empathic (the ability to enter someone else's emotional state); emotional stability and lability (unstable mental and physical state of a person);

b) cognitive (psychological curiosity, intellectual initiative, ease of communicative communication, flexibility and originality in communication);

c) conative (communicative activity, the ability to improvise, independence and adequacy of the reaction).

5. The purpose of the system as a general research strategy is to determine the component structure, demonstrate its component structure, demonstrate inter-component and external relationships, determine the stages and criteria for achieving the planned results, develop and test diagnostic procedures that simulate the system, predict its performance, increase, allow to determine the prospects its development and features of its application in the modern educational process.

6. The system of development of creative and communicative abilities of future teachers consists of purposeful, content-organizational, evaluative and diagnostic components. The papacy approach provides a substantiation of the essence and content of the process of developing creative communication among students as an interaction of subjects of the educational process, constructing the results of the system's work, identifying ways to improve the efficiency of the system being developed. The process of implementing the discursive approach is reflected in the methodological and substantive content, the possibilities of the texts used and the calculation of discourses in the behavior of the subjects of the educational process.

7. Positive changes occurred in the control and experimental groups throughout the entire period of experimental work, but it turned out that in the control group these changes are not so significant. The results obtained confirmed the effectiveness of the experimental work.

Taking into account the above conclusions, the following guidelines were developed:

1. In order to work on your own ideas, analyze dialogues, discussions, correct your mistakes, change vocabulary, use different speech expressions, get a lot of experience of communicating with different people, you need to keep an online journal.

3. For the development of creative and communication skills in future teachers, it is necessary from the first year to systematically teach them to work independently, independently introduce innovations and find solutions to problem situations.

Based on the integration of higher education and training, the following proposals can be made to improve the quality of the educational process:

1. Develop, implement and control a mechanism for integrating the educational process in higher education with the educational process.

2. It is necessary to create a state testing center to monitor the level of training and competence of graduates and develop healthy competition between them.

3. The results of the educational process in professional development, the skill of the audience will be relevant if it is constantly studied and analyzed. If the performance of the underperforming trainee is being monitored, incentives for the high performing trainee must be created. After all, the student's activity is one of the factors that directly affect the quality of education.

4. To integrate the process of higher education and training, higher education institutions should create an electronic database of students. Today such a database is being created. It is necessary to continue this process and constantly improve the next process.

In order for a specialist to have the qualities of professional and pedagogical competence, it is necessary that he has the skills of self-assessment, and as a result he would be able to independently analyze and objectively assess his professional competence. In fact, self-esteem involves calculating the personal capabilities of the subject, objective self-esteem, and self-satisfaction. As with any specialist, a number of factors affect a teacher's ability to effectively assess oneself, including: - self-awareness (availability of accurate information about oneself); - understanding one's own dignity as a person (collecting positive information about oneself); - self-control (conformity of personal opinion of oneself to the value given to it by others), and b. The level of self-esteem determines whether a person is satisfied with himself or not. At the same time, self-esteem indicators should be commensurate with a person's capabilities. Self-development is carried out by the teacher himself through the organization of independent practical actions based on clear goals and well-thought-out tasks to improve professional experience, skills and abilities. Many researchers believe that one of the most effective ways of self-development is the development and implementation of special programs, the fact that these programs are focused on the individual development of the future teacher demonstrates effective results. Such individual development programs, aimed at developing the professional and pedagogical competence of the future teacher, should be developed based on the needs of a specialist in a specific quality, BKM, improving and developing professional competencies. In this program, it is advisable to determine the terms of the formation and development of the qualities of professional competence necessary for the

organization of professional activity. Each teacher should be able to develop individual development programs that have a personal and practical nature, on the basis of which to organize pedagogical activities.

High efficiency can be achieved only if his individual development program is developed individually, based on the needs of improving and developing the qualities of professional and pedagogical competence.

In conclusion, the future teacher is a professional educator. Individual development aimed at increasing competence. The same pedagogical knowledge, skills and personal qualities in the programs the current level at that time, and this is aimed at developing competence. It is recommended to indicate future tasks. This is their own in turn, the professional development of future teachers while constantly monitoring the dynamics at different levels product of effective activity, as a result of which the teacher becomes a professional competence, where great emphasis should be placed on competence the details are clearly visible, and this motivates him to develop. Professional and pedagogical competence is carried out by the teacher of higher education.

In the educational process, each science and subject is, first of all, a process of dissolution. The student has a high level of knowledge and high professionalism the emphasis on the formation of competencies is high in the future of students contributes to the development of potential and competitive personnel.

References:

1. Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947 "On the strategy of actions for the further development of the Republic of Uzbekistan." February 7, 2017.

-
2. Lutfillaev M.Kh. Integration of information technology into higher education. Samarkand, 2005.-135 p.
 3. Dictionary of pedagogical terms. Compiled by R. Safarova and B. - Tashkent, 2016.
 4. Safarova R. and b. Problems of the strategy of general secondary education in the Republic of Uzbekistan and new models of educational content, ways of their implementation. - Tashkent, "Fan". 2005.-255 p.
 5. Ogaev S., Ogaev H. Theoretical foundations of teaching didactic courses. -Tashkent, "Fan". 2009.-251 s.
 6. Matmuratova G., Esemuratova T. IN THE PROCESS OF SCHOOLCHILDREN'S LABOR LESSON PSYCHOLOGICAL CHARACTERISTICS The science of psychology and the development of youth. International online conference. 27-28 July. 2020
y