

# CREATIVE COMPETENCE OF A FUTURE PRIMARY SCHOOL TEACHER AS A PEDAGOGICAL PROBLEM

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**Annotation:** Today, Uzbekistan pays great attention to competency-based approaches to creating a quality education system, like other countries. In the last decade, the idea of competence has become one of the main topics of discussion and research in the field of pedagogy, as an integral (integral) professional feature of the modern person, formed within the education system.

**Keywords:** components, category, pedagogical research, intellectual talent, creativity.

**Аннотация:** Сегодня в Узбекистане, как и в других странах, большое внимание уделяется компетентностным подходам к созданию качественной системы образования. В последнее десятилетие идея компетентности стала одной из основных тем дискуссий и исследований в области педагогики, как неотъемлемой (неотъемлемой) профессиональной особенности современного человека, сформированной в системе образования.

**Ключевые слова:** компоненты, категория, педагогическое исследование, интеллектуальный талант, творчество.

**Аннотация:** Бугунги кунда хориж давлатлари каби Ўзбекистонда ҳам сифатли таълим тизимини яратишда компетентликка асосланган ёндашув дастурларига катта эътибор қаратилмоқда. Сўнгги ўн йилликда таълим тизими доирасида шаклландиган замонавий шахсинг ажралмас (интеграл) касбий (профессионал) хусусияти сифатида, компетентлилик ғояси педагогика соҳасидаги баҳс-мунозаралар ва тадқиқотларнинг асосий мавзуларидан бирига айланди.

**Калит сўзлар:** компонентлар, категория, педагогик тадқиқотлар, интеллектуал истеъдод, креативлик.

The theoretical foundations of the competency-based approach in domestic and foreign science are the subject of much discussion. Competence requirements are being developed by pedagogical scientists. In particular, the conceptual apparatus

of competence and the limits of its application are being clarified. At the same time, it is possible to distinguish a well-developed and well-established conceptual competence core (root) in the scientific and pedagogical community today, where there is a consensus on a consensus. Professional competence can be defined as a complex feature (characteristic) that characterizes the ability of an employee to update the knowledge accumulated in the course of performing professional tasks (professional functions) and apply them in a timely manner. Competence is manifested and mastered in professional activities.

Professional competence an integral feature of the subject of professional activity; a systematic display of knowledge, skills, experience, abilities and personal qualities that allow you to successfully solve professional tasks.

Professional competence is formed in the process of professional education; used to describe the end result of teaching; it refers to a personal quality, a feature that is formed even in the minimum experience of professional activity in a given field, including in the areas of motivation, motivation, cognition, value, personal activity.

It should be noted that the teaching profession has always been considered creative and responsible. In the scientific works of thinkers of the past, there is a tendency for a person who has chosen the profession of teaching to have appropriate professional training and pedagogical accuracy, meticulousness, reasoning. The content and ways to achieve a level of readiness for pedagogical activity have been developed by many generations of practical teachers and theoretical educators. The content, the component of the teacher's work, as an integral part of the subject of pedagogical activity, is sufficiently fully reflected in its professional skills.

The experience of pedagogical teams in achieving quality learning outcomes shows that the educational (and upbringing) environment of an educational institution helps to develop the creative abilities of the participants in the educational process. Today, there is a need to organize goal-oriented work to create such an environment that promotes the development of a creative personality, including the ability to apply knowledge non-standard. The concept of

creativity includes two interrelated aspects: on the one hand, creativity is the activity of creating spiritual and material values of human social significance, on the other hand, the process of achieving results, the process of realization and confirmation of individual, psychological, intellectual strengths and abilities process. (E.A. Genike, I.F. Isaev, I.B. Shmigirilova). Adding to the views of scholars, we believe that pedagogical activity encompasses both aspects and is a creative activity, because by acting in accordance with its own tendencies, independently solving its own problems, creating and changing the conditions of the educational process, the teacher simultaneously (in parallel) ) changes both itself and its activities. The creative activity of the teacher is considered as a certain system of expression of his personal, professional (professional) and personal qualities, as a result of which the teacher in his essence manifests himself as a person and a professional.

Today, the first J. The term 'creativity' (сгeатитy), introduced into scientific circulation by Gilford, is used to refer to the ability to be creative (creativity). Creativity is defined (defined) as a person's creative ability or creative talent and constitutes a relatively stable feature of a person. Creativity can mean a person's behavior in a general sense and the result of such behavior, can be manifested in thinking, in different types of activities, in individual abilities.

- ✚ According to researcher J. Gilford, creative thinking is characterized by the following parameters: *the richness of thinking (the ability to invent a large number of new ideas per unit of time, the ability to produce);*
- ✚ *adaptive thinking depending on the situation (speed of transition from one task to another);*
- ✚ *dissimilarity (originality), development (invention) of directly unrelated connections, giving unusual answers, finding non-standard solutions;*
- ✚ *curiosity;*
- ✚ *ability to develop hypotheses;*

✚ *the response is logically independent of the stimulus; when there is a certain (clear) connection between the stimulus and the response, the response is disconnected from reality.*

The listed parameters of creative thinking are part of Guilford's cubic model, in which the scientist considered divergent thinking (along with transformation and implication operations) as the basis of creativity as a general creative ability. In such thinking, it becomes possible to look for different ways to solve the problem, and it leads to unexpected conclusions and results. Divergentness is the "ability to think in different directions", which corresponds to the sought (desired) phenomenon of access to a wider "space". The success of creative activity provides a special combination of two types of thinking - divergent and convergent thinking. Divergent thinking is manifested in the readiness to propose a set of many and equally correct ideas about an object as a result of obtaining (attracting) and analyzing information that is considered external to the object of the search activity. Convergent thinking allows data to be integrated into a holistic structure (structure) that is subordinate to the main objective of the study.

In addition, a high level of creativity depends on other qualities of the individual:

imagination, fantasy, high emotionality, independence of thinking, receptivity and openness of the mind, certain experience and knowledge.

We believe that special attention should be paid to the development of these qualities and characteristics of thinking in the context of professional (professional) activity in educational institutions.

The personal-activity approach to the problem of competence allowed to develop the concept of "teacher's creative competence", which is reflected in the creative and productive activity of the individual, which we understand as a professionally important aspect (feature) of the individual.

The analysis of the above approaches allows to determine the strategy and tactics (methods, ways to achieve the goal) of the process of developing the creative competence of future primary school teachers in the context of

professional (professional) independent educational activities, as they all reflect the essence of the events under consideration. Systematic analysis of creative competence and identification of its elements, their internal organization and methods of interaction (influence); the functions performed by the system being modeled; it implies (requires) the identification of ways of its emergence and development prospects.

The creative competence of a future primary school teacher is a mental and pedagogical value, and the level of its formation is one of the factors that positively affect the success of educational activities. In the proposed interpretation, the creative competence of the teacher is a feature of the professional person, and the study of this feature requires a multifaceted (multifaceted) approach. As a system, this competence includes a set of ethical-humanistic orientations, knowledge, skills, abilities, and ways of using them from the teacher in creative interaction (collaboration) situations in primary school. A teacher's creative competence is an integral part of his or her professional competence.

The level of success of pedagogical activity, high labor productivity has always been one of the main criteria for defining (expressing) a professionally competent teacher. According to our understanding, a creative teacher is a person who has his own goals, values and beliefs, is able to solve life problems, is ready to realize his potential and capabilities, to develop himself, to express his personality, to present his personal potential and abilities, is a person with non-standard thinking, self-identification, intellectually independent learning skills, able to create new material and spiritual values.

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