



FORMATION OF PEDAGOGICAL COMPETENCE AND CREATIVITY

Toshmatova Gulzoda Nimatullaevna

Gulistan State University

Senior teacher of the Department of Pedagogy

Abdullaev Ravshan State son

Student of Gulistan State University

Abstract: *This article describes the effectiveness of developing the professional competence of teachers based on creative approaches, the content of education, the requirements for teachers and the unique aspects of the teacher's creative approach to the lesson and cooperation with students during the lesson.*

Key words: *creativity, teacher, lesson, pedagogy, education, content of the lesson, creativity, intelligence*

Professional competence is the acquisition of knowledge, skills and qualifications necessary for professional activity by a specialist and their practical application at a high level.

The concept of "competence" (Latin "competere" means to match) represents the following properties:

The word competence in a broad sense means the ability to apply existing knowledge and skills in practical experience in solving general or specific comprehensive issues.

Professional competence is the ability to effectively apply knowledge and skills in practical experience in solving issues related to professional activity.

Competence is a sign of activity that leads to an expected result. It is a product of knowledge and the ability of a specialist to apply it in practice. The difference between competence and knowledge is that without practical performance of the task, it cannot be identified or evaluated. Qualification is an important criterion of competence, which is manifested as a result of repeated application in various situations, including problem situations.

Currently, the competence required of a professor-teacher of a higher educational institution is divided into the following types:

- the professor-teacher should regularly enrich his knowledge, be ready to improve his acquired skills, be aware of current news;
- to have the skills and qualifications to use all types of information communication, information technologies and teaching tools in the educational process;
- conscious and independent activity (independent thinking, goal setting, ability to properly use educational literature and additional resources);
- being able to feel responsibility for one's own actions;
- being able to think critically and positively solve problematic situations that arise during the lesson;



- being able to establish pedagogical communication based on cooperation, mutual understanding, empathy, mutual respect and trust;
- to have deep professional knowledge.

Below is a brief summary of the qualities reflected on the basis of professional competence.

1. Social competence - the ability to show activity in social relations, the ability to communicate with subjects in professional activities.

2. Special competence is preparation for organizing professional-pedagogical activity, rational solution of professional-pedagogical tasks, realistic assessment of activity results, consistent development of BKM, psychological, methodical, informational, creative, innovative and communicative competence is based on this competence. noticeable. They express the following contents: a) psychological competence - the ability to create a healthy psychological environment in the pedagogical process, to organize positive communication with students and other participants of the educational process, to be able to understand and eliminate various negative psychological conflicts in a timely manner. get; b) methodical competence - methodically rational organization of the pedagogical process, correctly defining the forms of educational and educational activity, being able to choose methods and tools in accordance with the purpose, being able to use methods effectively, using tools successfully; c) informational competence - searching for, collecting, sorting, processing necessary, important, necessary, useful information in the information environment and using it purposefully, appropriately, effectively; d) creative competence - a critical and creative approach to pedagogical activities, the ability to demonstrate one's own creative skills; e) innovative competence - putting forward new ideas on improving the pedagogical process, improving the quality of education, increasing the effectiveness of the educational process, and successfully implementing them into practice; f) communicative competence - the ability to communicate sincerely with all participants of the educational process, including students, to be able to listen to them, to have a positive influence on them. g) Personal competence - to consistently achieve professional growth, to increase the level of competence, to demonstrate one's internal capabilities in professional activity. h) Technological competence - mastering advanced technologies that enrich professional and pedagogical BKM, being able to use modern tools, techniques and technologies. i) Extreme competence - the ability to make rational decisions and act correctly in emergency situations (natural disasters, technological process failure), when pedagogical conflicts arise. In a number of studies, the professional competence specific to the pedagogue and its specific aspects have been studied. Among such studies, it is possible to include the research conducted by A.K. Markova and B. Nazarova.

III. Development of professional competence of the teacher. Self-work and self-development are important in acquiring professional (including pedagogical) competence. Self-development tasks are determined through self-analysis and self-assessment.

One of the most favorable youth periods for the development of creativity, V.N. According to Druzhin, this is the age of a junior school. At this young age, in primary education, students' mental abilities, imagination, thinking, and attention develop, and the

ability to creative activity develops. A number of psychologists and pedagogues: A.V. Petrovsky, B.M. Teplov, V.A. According to Krutetsky, E. Ghaziyev, G. Shoumarov, O. Rozikov, B. Adizov, - during this period, under the influence of educational activities, children's mental activity, attention, memory, level of perception, thinking, feeling 'usi-like processes develop.

Uzbek psychologists about the psychology of the junior high school youth period, its psychological characteristics, including E. Ghaziyev (youth period, worldview, faith, point of view, position, self-awareness), M. Davletshin (creative thinking psychodiagnostics), Z. Nishonova (students' mental qualities and factors affecting them), F. Akramova's scientific researches and theoretical views about the social causes of the violation of discipline among students, the sensitive period for the formation of personal qualities served during the lesson. From foreign scientists L.S. About the cultural-historical principle of Vygotsky's study of the psyche; D.A. Leontev about active approach; A.V. Petrovsky, B.M. Teplov, V.A. Krutetsky, E. Ghaziyev, G. Shoumarov, O. Rozikov, B. Adizov about primary school students; A. M. Matyushkin, I. S. Averina, G. D. Chistyakova on issues of organizing the creative activity of a student; N. Kh. Yunusova about the problem of educating primary school age students with the help of creative activities; Guilford, Torrens, Gettsels and Jackson, Bogoyavlenskaya, Druzhinin, Kholodnaya's scientific views on creativity. Many studies have been conducted by scientists from foreign countries and our republic on the problem of creating and using modern didactic teaching tools in the training of primary education teachers. In particular, on improving the methodology of teaching mathematics in primary classes: in our Republic, B. Abdullaeva, K. Kasimova, R.A. Mavlonova, N.U. Bikbayeva, M. Ahmedov, N. Abdurakhmonova, R. Ibragimov, in foreign countries: L.S.H. Levenberg, M.I. Mopo, A.M. Pishkalo, L.S.H. Levenberg, Y.M. Kolyagin, P.M. The research works of scientists like Erdniyev were systematically implemented in the preparation of this research work.

A lot of research has been devoted to the study of creativity, which has yielded theoretical and practical results. But until now there is no integrated, perfectly developed theory of creativity. Because of this, a single understanding of creativity and a diagnostic method aimed at studying this ability and accepted by all scientists has not been developed.

The word creativity was first used in 1922 by the American scientist D. Simpson. This term describes the ability of a person to abandon a mold, a stereotype, a habitual way of thinking.

Creativity (lat. creatio - to create, create) is a person's ability to come up with an unusual idea, idea, to find a non-repetitive, original solution to problems, to abandon traditional forms of thinking.

K. Rodgers (1944) understands creativity as a new solution to problems and new ways of expressing something, an event, a situation.

Studies comparing creativity with personality and intellectual traits are of great importance. Studies on comparison with intellectual properties Dj. Done by Guilford. He equated creativity with divergent thinking.



By divergent thinking, we understand a large number of reasonable, unusual, original solutions to a problem.

Russian scientist D.B. Bogoyavlenskaya understands divergent thinking only as "thinking in breadth", that is, the ability to see other signs of an object.

According to S. Mednik, both divergent and convergent types of thinking work interdependently in the creative process.

In Sternberg and Lubart's theories of creativity, the main concept is the concept of solving a problem. They do not equate intellectual ability and creativity. But at the same time, in their opinion, intellectual

abilities, knowledge, motives and personal characteristics are the impetus for creative activity.

Creativity describes a person as a whole or his specific features, mental sharpness. Also, creativity is reflected as an important factor of talent. According to the American psychologist P. Torrens, "creativity is a problem or putting forward scientific hypotheses; hypothesis testing and modification; identifying the problem based on the formation of decision results; expresses sensitivity to the mutual opposition of knowledge and practical actions in finding a solution to a problem" [4, p. 20].

Competence is the Latin word "Competentia", the dictionary meaning of which in Uzbek means "a person who knows well", "having experience". Competence is the ability to do a job effectively, the ability to meet the requirements in the performance of work, the ability to meet the requirements in the performance of specific work functions. [6, page 338]

Professional competence is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and their practical application at a high level. L.M. Mitina pedagogical competence means knowledge about the subject, teaching methodology and didactics, pedagogical communication skills and competence, as well as self-development, self-improvement, self-realization understood the harmonious combination of methods and means of improvement. He distinguished the following three constituents in the structure of pedagogical competence: active, communicative and personal. Based on the structuring of pedagogical competence proposed by L.M. Mitina, we believe that the following set of competences, which determine the level of development of pedagogical competence for future specialists, are sufficient and necessary: - active or special competence (knowledge, skills, qualifications and pedagogical individual methods of activity implementation); - personal or professional competence (knowledge, skills and abilities related to professional self-improvement and self-realization); - communicative competence (knowledge, skills and competence related to the creative implementation of pedagogical activity) Concepts of professionalism and competence have common features. [Page 5, 55]

It should be noted that people who fully meet the established requirements and standards do not always become true professionals, because some do not know how to apply knowledge in practice, so such pedagogical activity remains ineffective. It is appropriate to divide professional pedagogical competences into separate types: - special



pedagogical competence; - to have enough information to carry out pedagogical activity at the necessary level. In addition, the pedagogue's ability to adequately assess his professional level and determine his development as a specialist depends on this type; - social pedagogical competence; - the level of social competence determines the pedagogue's ability to effectively build relationships with colleagues, plan joint actions. Effective communication skills, pedagogical culture and responsibility for work results; - all these are included in the concept of social pedagogical competence; - personal pedagogical competence; - this is the ability to rationally organize pedagogical work, time management, striving for personal growth are its main components [7, p. 180].

Workers with a high level of personal pedagogical competence are less prone to burnout and are able to work under time pressure.

The composition of professional competence can include competence in professional activities, competence in professional communication, the competence of a specialist in being able to demonstrate his profession.

In order to form the professional competence of the future elementary school teachers, it is necessary to pay attention to the development of the characteristic of observation, that is, the development of perceptive, cognitive, reflexive, empathic, motivational and prognostic aspects. In order to acquire social-perceptive competence in the process of pedagogical activity and communication, the specialist must have humanitarian, social-reflexive, knowledge and skills, a positive professional "I" image, some personal qualities (intellect, will, it is advisable to engage in activities related to the formation of empathy, observation, kindness, emotional tolerance, etc.).

The level of preparation for the demonstration of competence can be determined according to the following criteria: the idea of self-development and self-expression, preparation for making decisions about choosing a professional path, getting married, having children, readiness to respond to one's own life, independent choice of life path, readiness to form skills in the field of profession, etc.

Key learning competencies are:

1. Value-semantic competencies. These are competences in the field of worldview, which are related to the value orientations of the student, his ability to see and understand the world, to navigate in it, to know their role and purpose, to be able to choose the purpose and semantic settings for their actions and behavior, to make decisions. These competencies provide a mechanism for self-determination of students in educational and other activity situations. The student's individual educational trajectory and the program of his life as a whole depend on them.

2. General cultural competences. The range of issues that a student should have knowledge of, knowledge and experience of work are the characteristics of national and universal culture, the spiritual and moral foundations of the life of a person and humanity, individual peoples. cultural foundations of the family, social, social phenomena and traditions, the role of science and religion in human life, their influence on the world, competences in the field of everyday, cultural and leisure time, for example, have effective methods of organizing leisure time to be It also includes the student's experience of



mastering the scientific landscape of the world, expanding cultural and universal understanding of the world.

3. Educational and cognitive competencies. It is related to the set of competences of students in the field of independent knowledge activity, including logical, methodological, elements of general educational activity, real objects of knowledge. It includes knowledge and skills in goal-setting, planning, analysis, thinking, organizing self-assessment of educational and cognitive activities. In relation to the studied objects, the student acquires creative skills of production activity: acquiring knowledge directly from reality, mastering methods of acting in non-standard situations, heuristic methods of problem solving. Within these competences, the requirements for relevant functional literacy are determined: the ability to distinguish facts from assumptions, to have measurement skills, to use probabilistic, statistical and other methods of knowledge.

4. Information competence. Ability to independently search, analyze using real objects (television, tape recorder, telephone, fax, computer, printer, modem, copier) and information technologies (audio-video recordings, e-mail, mass media, Internet) . and select, organize, modify, save and transfer the information you need. These competencies provide the learner with active skills in the fields of science and education, as well as with the information available in the surrounding world.

5. Communicative competencies. These include knowledge of the necessary languages, ways of relating to people and events around and at a distance, teamwork skills, and having different social roles in the community. The student should have the ability to introduce himself, write a letter, questionnaire, application, ask questions, conduct a discussion. In order to master these competencies, necessary and necessary information is strengthened during the educational process. enough Real communication objects and methods of working with them for students of each level of education within each subject or field of study.

6. Social work competences means having knowledge and experience in the field of civil and social activity (participation as a citizen, observer, voter, representative), in the field of social work (consumer, buyer, client's rights, rights and freedoms) understood. producer), in the field of family relations and tasks, in economic and legal issues, in the field of professional self-determination. This includes, for example, the ability to analyze the situation in the labor market, to act in accordance with personal and social interests, to have the ethics of labor and civil relations. The student acquires the skills of social activity and functional literacy, which are the minimum necessary for life in modern society.

7. Personal self-improvement competencies include physical, spiritual, and intellectual self-development, emotional self-management, and self-support. aimed at mastering The real object in the field of these competencies is the student himself. Based on his own interests and opportunities, he uses methods of activity that are manifested in his continuous self-awareness, in the development of personal qualities necessary for a modern person, in the formation of psychological literacy, thinking and behavioral culture. makes These competencies include rules of personal hygiene, personal health care, sexual literacy,

internal environmental culture. It also includes a set of qualities related to the basics of a person's safe life. [Page 3, 10]

Analysis and results. In world educational practice, the concept of competence works as a central, unique "node" concept, because personal competence: firstly, it combines intellectual and practical components of education; secondly, the concept of competence includes the ideology of interpreting the content of education formed from the "result" ("outcome" ("product standard")); thirdly, the competence of a person has an integrative character, because it is connected with wide areas of culture and activity (informational, legal, etc.) It includes a number of homogeneous or closely related knowledge and experience. The competence of a person has a certain structure, the components of which are related to a person's ability to solve various problems in everyday, professional or social life. Personal competence includes the following: competence in the field of independent knowledge activity; in the field of civil-public activity; in the field of social and labor activity; competence in the household field; in the field of cultural and recreational activities. Between knowledge and practical experience, a certain level of competence by a person formed in the process of achievement - self-discipline, critical thinking, independent work, self-organization and self-control, teamwork, the results of various solutions and possible the ability to predict consequences, establish cause-and-effect relationships, find, formulate and solve problems.

Conclusions and suggestions.

Each teacher of higher education can choose any heuristic forms and methods of teaching students when forming an individual style of pedagogical activity. At the same time, the results of their application should ensure a positive impact on the development of professional competences of future elementary school teachers based on creative approaches.

It is important to work on yourself and develop yourself in order to acquire professional and pedagogical competence. Self-development tasks are determined through self-analysis and self-assessment. We can see how the teacher works on himself, improves his professional knowledge, takes a critical and creative approach to activities, achieves professional and creative cooperation, develops his work ability, eliminates negative habits and acquires positive qualities.

LIST OF USED LITERATURE:

1. The speech of the President of the Republic of Uzbekistan at a meeting with teachers of public education and higher education system. 2019.08.23.
2. The text of the Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis on January 24, 2020. <http://uza.uz>
3. Adizov B.R. Theoretical foundations of creative organization of primary education. Doctor of Ped. Science. Disser. T., 2003. (Page 10, 276 pages)



4. B.A. Nazarova. Scientific-theoretical foundations of training research ability in future teachers based on a creative approach. (Monograph). - T.: "Science and technology", 2007, (p. 20, 164 p.)
5. Davletshin M., To'ychieva S. General psychology T.:TDPU, 2002.-(55 pages, 202 b)
6. Zilola Rasulova, Pedagogical conditions for the development of professional competence of future teachers. "Science and Education" Scientific Journal / ISSN 2181-0842 October 2021 / Volume 2 Issue 10 (338-348 pages)
7. Ghaziyev E. Psychology. Teacher Publishing House. T.: 2008. (180 p., 352 p.)