



TECHNOLOGY FOR DEVELOPMENT OF CREATIVE COMPETENCE OF FUTURE TEACHERS

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Tayanch so'zlar: o'qituvchilarning ijodkorligi, o'qitish metodikasi, kasbiy tayyorgarligi, ijodkorlik, ijodiy fikrlash, ijodiy fikrlash, ijodiy qobiliyat, o'quvchilarning ijodiy motivatsiyasi.

Ключевые слова: творчество педагогов, методы обучения, профессиональная подготовка, креативность, творческое мышление, творческое мышление, творческие способности, творческая мотивация учащихся.

Key words: creativity of teachers, teaching methods, professional training, creativity, creative thinking, creative thinking, creative ability, creative motivation to students.

Introduction: The 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 the future professional and pedagogical activities of most teachers, the creative work system, stereotyped methods and methods focused on the algorithmic actions of students prevail. Therefore, one of the most important tasks of pedagogical higher education institutions that prepare history teachers is to develop creativity in future teachers, to increase their creative potential, to add elements of creativity in the professional and pedagogical activities of future teachers. consists of preparation for llash.

Literature analysis and methodology. Pedagogical aspects of creativity in professional training of teachers in higher education Potashnik, S.A. Sysoeva, M.I. Smetansky, G.S. Tarasenko, A.V. It was studied by Temchenko and many other scientists. By the creativity of the history teacher, we understand the holistic quality that determines the teacher's ability to create original, unique, innovative ideas for various solutions to pedagogical tasks that arise in the educational process. It is characterized by the teacher's ability to see the pedagogical problem in time, develop creative ways to solve it, and act in his own way, not according to a certain template. One of the main conditions for the



development of the creative thinking of future history teachers is to direct the educational process to the student's personality, taking into account his personal characteristics, inclinations and aspirations. That is, the professional pedagogical education of students involves the use of various approaches of creative teaching focused primarily on the individual qualities of a person. The formation of the creative potential of the future teacher in higher educational institutions will be helped by the introduction of non-traditional forms and methods of teaching, innovative pedagogical technologies, and the organization of various psychological and pedagogical trainings. Active participation in professional and pedagogical tasks, scientific conferences, contests, discussions on higher education problems and other educational and scientific-methodical activities is organized. In this, conditions are created for professional self-development, self-affirmation and self-expression of the teacher. First of all, let's describe the creative qualities of future teachers, including the psychological-pedagogical conditions that stimulate the development of creativity in the direction of history teaching methodology in pedagogical HEIs. For example, E. P. Torrens distinguished the following conditions that contribute to the development of a person's creative thinking and creativity: the presence of creative abilities and creative motivation. At the same time, if these three factors coincide, a high level of creative abilities can be manifested. It is known that a problem lecture arouses students' interest in the studied issues, encourages activity and independence in searching for additional information. At the same time, in the process of solving the problems proposed by the teacher, they get independent additional knowledge. Problem lectures include: lecture-dialogue, lecture-discussion, lecture-discussion, etc. For example, E. P. Torrens distinguished the following conditions that contribute to the development of a person's creative thinking and creativity: the presence of creative abilities and creative motivation. At the same time, if these three factors coincide, a high level of creative abilities can be manifested. Problem-based practical and seminar training can be conducted in various forms, for example: in the form of discussions on individual issues of the topic; in the form of discussion, debate (requiring independent study of additional educational material); in the form of defense of theses that activates the attention of all students and contributes to the development of evidence-based thinking; in the form of solving professional and pedagogical problems that develop the skills of practical application of theoretical knowledge of future teachers; in the form of business games, which are an active method of training specialists, because they include the use of research, teaching and some forms of education. Practical training, which is an integral part of the



professional training of future history teachers, should be organized based on the project method. The topics of the project aimed at solving current problems related to the methodology of teaching history and modernizing the educational system and the organization of innovative education, conducting scientific and practical research, are studied by students in small groups or individually, and after completing the project, each In our opinion, this form of practical work of future history teachers is the most appropriate and useful, as a student or a small group defends its project work through a coherent presentation and answers various questions.

a) methods of developing the experience of creative activity: methods of using complicating conditions, that is: the method of time limitation, the method of sudden prohibition, the method of new options, the method of lack of information, denial method; group solving methods of creative tasks: Delphi method, «black box» method, diary method; methods of stimulating collective creative research: brainstorming, synectics and other methods.

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

Results and discussion. We support the opinions of researchers who believe that it should be widely used in the stage of professional training of future teachers, which actively stimulates the development of creativity in students and forms their creative qualities. In our opinion, let's analyze the main methods that are appropriate to use in professional training of future history teachers in the conditions of higher education. For example, the Agglutination method is designed to develop students' abilities to combine qualities, properties, or parts of objects that do not match in the real world, such as hot snow, volume void, sweet salt, black light, etc. The use of this methodology helps to develop the ability to put forward fantasy, imagination, bold ideas and hypotheses in future teachers. The main task of the brainstorming method is to collect the most ideas from the participants. This is an operational method of solving group problems, and its participants are encouraged to express as many options as possible to solve it, encouraging creative activity. After that, the most successful ones that can be used in practice are selected from the total number of opinions expressed. It is appropriate and useful to use this methodology in practical work on history in small groups, when each student has the opportunity to put forward his idea to solve the problem, it is possible to create an algorithm



and implement its software. The method of projects is a method aimed at strengthening the learning process, taking into account the personal needs and individual qualities of students. The goal of the project method in education is considered to be a unique transition from personality development, self-development, reveals his intellectual and creative potential, and the possibility of organizing project activities in the process of training future history teachers. Forms and methods can be: performing in small groups or individual projects during planned laboratory work; combining educational material on certain topics in the form of a creative task or project in the form of a final repetition (taking tests, writing theses on historical works and history or the methodology of teaching it). The Delphi method allows a group of researchers to reach the maximum agreement of their opinions in search of the right solution through surveys, interviews, brainstorming, and the like.

Conclusion: We will consider some examples of educational tasks that are appropriate to use at the stage of higher education of the technology of developing the creative potential of future teachers. For example, on a computer, you can offer such tasks: students will be shown part of the information related to the subject being studied on the screen. Asks them to identify what the topic is about. Or he will have to find errors that were deliberately introduced in certain information. Thus, at the current stage, there are various ways to develop the creativity of future teachers, including history teachers. When forming an individual style of pedagogical activity, each teacher of higher education can choose any heuristic forms and methods of teaching students. At the same time, it is necessary to ensure that the results of their application have a positive effect on the development of creativity of future teachers.

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РЕЗЮМЕ

Ushbu maqolada oliy o'quv yurtlarida bo'lajak o'qituvchilarning ijodiy salohiyatini rivojlantirish texnologiyasi ko'rib chiqiladi. Talabalarning ijodiy salohiyatini shakllantirishning psixologik-pedagogik shartlari tavsiflanadi. Bo'lajak o'qituvchilarni kasbiy tayyorlash jarayonida bo'lajak o'qituvchilarning ijodiy salohiyatini rivojlantirish texnologiya va usullardan foydalanishning maqsadga muvofiqligiga asoslanadi, bo'lajak o'qituvchilarning ijodiy salohiyatini rivojlantirish texnologiyasi batafsil yoritilgan.

РЕЗЮМЕ

В данной статье рассматривается технология развития творческого потенциала будущих преподавателей высших учебных заведений. Описаны психолого-педагогические условия формирования творческого потенциала студентов. В процессе профессиональной подготовки будущих учителей развитие творческого потенциала будущих учителей основывается на целесообразности использования технологий и методов, подробно упоминается технология развития творческого потенциала будущих учителей.

SUMMARY

In this article, the technology of developing the creative potential of future teachers in higher education institutions is considered. The psychological and pedagogical conditions for the formation of the creative potential of students are described. In the process of professional training of future teachers, the development of creative potential of future teachers is based on the expediency of using technology and methods, the technology of developing creative potential of future teachers is mentioned in detail.