

WAYS TO DEVELOP THE QUALITIES OF CREATIVITY IN FUTURE EDUCATORS

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ABSTRACT

In this article, the methods of directing future pedagogues' personal abilities, natural and social energy to quality and effective organization of professional activities are described in detail.

Keywords: creativity, creative potential, internal creativity, personal abilities, qualities of creativity, creative ability, technique of working on oneself.

Creativity (lot., ing. create, creative creator, creator) represents the meaning of an individual's creative ability, which characterizes the willingness to produce new ideas and is part of giftedness as an independent factor. The creativity of a person is manifested in his thinking, communication, feelings, certain types of activity. Creativity characterizes a person as a whole or its specific characteristics, mental acuity. Also, creativity is reflected as an important factor in giftedness.

American psychologist P.Torrens believes that creativeness is the promotion of a problem or scientific hypotheses; verification and modification of a hypothesis; identification of a problem based on the formation of decision results; expresses affectivity in relation to the mutual contradiction of knowledge and practical actions in finding a solution to a problem.[1]

Creativity, like any other quality (virtue), is not formed at once. Creativity is consistently formed and developed at certain stages.

The possession of the qualities of creativity of a pedagogical person directs his personal abilities, natural and social power to a qualitative, effective organization of professional activity. The fact that educators operating in the higher education system have the qualities of creativity helps them to create new goals that differ from the traditional approach to the organization of educational and educational processes, not to think in one mold, not to tolerate originality, initiative, uncertainty. Consequently, the educator with the qualities of creativity focuses on a creative approach to the organization of professional activities, activity in creating ideas that serve to develop the educational activities, personal qualities of new, advanced, future educators, independent study of advanced pedagogical achievements and experiences, as well as having experience of constant, consistent exchange of views on pedagogical achievements with colleagues.

Usually, the ability of educators to creativity is ensured through the desire to solve pedagogical problems, the implementation of research work or research projects, and the achievement of mutual creative cooperation.

The pedagogue does not remain creative in itself. His ability for creativity is formed in a certain period of time through consistent reading and learning, work on oneself, and he gradually improves and develops. As in any specialist, the foundation is laid in student years and is consistently developed in the organization of professional activities in order for future educators to have creative abilities. In this case, it is important for the educator to orient

himself in creative activity and be able to effectively organize this activity. When organizing creative activity, the educator should pay special attention to solving problem issues, analyzing problem situations, as well as creating products of creativity of a pedagogical nature.

Solving problem issues and situations, the pedagogical's creative approach to finding a solution to the issue contributes to the development of emotional-volitional qualities in it. The pedagogue confronts him with evidence that contradicts his existing knowledge and life experiences by putting problematic issues in front of him. Thanks to this, working on oneself, one feels a relative need for independent reading and learning. The research and implementation of scientific or creative projects of the educator further develops the potential for creativity in it.

Pedagogy of the present time requires highly qualified pedagogical personnel. The implementation of this project is carried out:

Implementation of systems of moral and material incentives for teachers;

Updating the requirements imposed when certification of pedagogical personnel;

3. Improving their qualifications;

4. Broad popularization of experiences of the best teachers.

The implementation of new, modern standards requires the acquirer not only high qualifications and constant professional development, but also a creative approach to his work. The creativity of the teacher is becoming of great importance in order to be able to rethink and improve his experience, change everything known to everyone and use it creatively, to create innovations in quality.

K. Rodgers asks one of the most basic questions for a creative person in his work that creativity means self-empowerment: whether I am satisfied with my way of life or interpreted correctly. The teacher's answer to this question is that his striving for professional and creative heights is a creative person who is highly creative and seeks to fully represent himself from the creative side.[2]

The potential of creativity of a pedagogue is reflected as its general feature. It is considered the initial condition and result of creative activity. This quality expresses the ability and readiness of the individual for self-expression. Moreover, on the basis of creative potential, the personal abilities, natural and social strength of each Specialist are manifested in a holistic way.

Creative potential is closely related to creativity focused on the process of cognition. The creative potential of a pedagogue is manifested in the following, in contrast to the conduct of traditional thinking:

agility and flexibility of thinking;

ability to create new ideas;

not thinking in one mold;

specificity;

initiative;

tolerate uncertainty;

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Teachers should be able to ensure that future educators can think freely in the lessons. In the same case, their thoughts acquire creativity.

In creativity classes, it is advisable for future educators to feel free and calm instead of looking for the only correct answer and look for different solutions to the problems that have arisen. The more goya and thoughts they throw in the middle, the more Goya will be creative (Simonton, 1999). Students may experience uncertainty when they use the brainstorming method. Directing the educators to the right path and then letting them go on an independent journey will strengthen the desire to come up with different Goyas in them, albeit creative and even ambiguous. The occurrence of a sense of fear as Chuck Jones said is present in any work based on creativity; havotir is the servant of creativity[3] (Goleman, Kaufman, & Ray, 1992). Orientation of future educators, not becoming dependent on the teacher, forms in them the ability to act automatically. High-class students or qualified teachers of Higher courses divide the process into small separate parts and stages, inspiring young and inexperienced Future Educators, which in its place has its effect on the formation of creativeness skills (Amabile, 1998). Teachers serve as mentors in providing future educators with resources, providing advice, guidance, developing criteria for determining their progress and success. Also, future educators of the Upper Course will be able to interest not only in the formation of inner creativity, but also in working in small groups, creativity and making comments (m: journey of consciousness, the limit of imagination, solving future problems, opening news and discovering).

A pedagogue with creative potential will be able to show the following skills in himself:

be able to determine the essence and significance of the task to be performed;

being able to analyze the qayla of the issue;

drawing up a plan for resolving the issue;

effective methods for solving the issue (analysis, synthesis, induction, deduction, comparison, etc.) apply;

being able to choose ways to solve the issue;

justification and re-examination of the correctness of the decision made;

conducting a small study (research) in solving the issue;

drawing up evidence on the conditions for solving the issue, the course of the process and the generalization of the results of the solution of the issue.

In conclusion, it can be said that the creativity of the teacher, which is his commitment to seek all kinds of original Goyas in strictly, delimited or poorly delimited conditions. Today, the

creativity of our teaching staff is of great importance.

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