

CREATIVE COMPETENCE IS IMPORTANT VECTOR OF PREPARING FUTURE TEACHER

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ABSTRACT

The article is devoted to the development of creative competence of students in the process of independent work. The directions of the formation of the pedagogical competence of the individual in the university are named.

Keywords: competence, creativity, independence, student, teacher, university, creativity, innovative technologies.

The preparation of a competent teacher with a high level of general and professional culture, fundamental knowledge in the field of methodology, pedagogy, a systematic vision of pedagogical problems in education is aimed at improving and shaping future teachers' own style of creative pedagogical activity.

Pedagogical professionalism is associated, first of all, with a high level of self-realization of individual personality traits and the ability for an individual style of activity. This style is developed in the process of studying at a university and is a system of individual techniques that ensure success in the future. In university training of specialists, the idea of forming the professional competence of the future teacher should become the main one. Ways of formation of professionalism can be different. Possession of the necessary amount of professional knowledge, skills and abilities that determine the formation of his pedagogical activity, pedagogical communication and the personality of the teacher as a bearer of certain values is defined as professional pedagogical competence. Such an integral professional and personal characteristic of a teacher provides a solution to a number of problems.

The formation of the pedagogical competence of the individual in the university is carried out in three areas: basic training (professional and psychological and pedagogical knowledge); methodological culture; pedagogical creativity and creativity.

The system of higher professional education forms the future specialist and prepares him for future professional activity. A complex set of qualities that a modern specialist should possess can be developed by a system in which all the positive things that are in traditional education will be used, and new, rational approaches will be introduced that compensate for the shortcomings of the existing system in their mutual complement. Each block presents the basic, methodological, creative components in the preparation of a future teacher.

One of the important components of the professional orientation of students is their pedagogical culture, which is considered and studied in the system of psychological and pedagogical sciences from various angles: methodological (Z.K. Ismoilova, V.V. Kraevsky, V.A. Slastenin, etc.); moral and aesthetic (E.A. Grishin, D.I. Ruzieva, D.S. Yakovleva); communicative (N.N.

Azizkhodzhaeva, O.O. Kiseleva, A.V. Mudrik); technological (R.G. Isyanov, M.M. Levina, M.B. Urazova, N.E. Shchurkova).

The technological culture of the teacher is an individual creative style of pedagogical activity, revealing an individual understanding of the meaning of technological activity as a necessary component of professionalism.

Technological preparedness of a teacher is an important link in understanding the category of "pedagogical competence", which is the essence of pedagogical culture, which performs the functions of reproducing and preserving pedagogical reality. The technological culture of the future teacher, considered today as a fundamental link in success in future professional activities, is a process of creative self-realization of the internal forces of students.

Regardless of the specialization and nature of the future professional activity, any novice specialist must have fundamental knowledge, professional skills and abilities. Of no small importance in acquiring this knowledge, skills and abilities are the experience of creative, research and independent activities, which allows the future teacher to determine his position on a particular professionally oriented issue or problem.

The effectiveness of the educational process of vocational education is influenced by the contradiction between the requirements of the new educational environment and the student's insufficient ability to navigate in the face of changing curricula. This contradiction is a kind of prerequisite for considering the student's independent work from new positions, from the standpoint of student-centered education using systemic and activity-based approaches to learning.

The purpose of university education is not so much to fill the student with a certain amount of information, but to form his cognitive strategies for self-study and self-education as the basis and an integral part of future professional activity.

In connection with the above, in order to achieve a high level of scientific and practical training of students, it is necessary to solve two main problems: to provide an opportunity for students to obtain deep fundamental knowledge; change approaches to the organization of independent work of the student. The effective integration of the above approaches is focused on improving the quality of education, developing the creative abilities of students, and their desire for the continuous acquisition of new knowledge.

An analysis of various options for organizing the education system at a university allows us to conclude that independent work of students in a modern educational institution will be effective if the management function is entrusted to a teacher who has modern technical teaching aids. To achieve the goal of quality education, new information technologies in combination with traditional teaching methods can help. Much depends on the organization of independent work at the university. In the conditions of the university, independent work completes the tasks of all types of educational work. No knowledge that is not supported by independent activity can become the true property of the future teacher. It is worth noting that independent work forms independence not only as a set of skills and abilities, but also as a character trait that plays a significant role in the personality structure, and this is very important for a modern highly qualified specialist. Currently, universities have two generally accepted (extracurricular, classroom) forms of independent work.

Teaching students using information technology allows you to put the student's independent work on a new level of independence of the subject of education. A promising direction that characterizes a new form of independent work is associated with the introduction of information technologies into the educational process, accompanied by an increase in the volume of independent work of students.

The trend towards the development of an information and communication form of independent work of students, providing for their greater independence, greater individualization of tasks related to both the content of the subject material and the nature of control, is determined by changes in the development of society, the inclusion of society in the active information and communication process of informatization.

Independent work with research and educational literature published on paper is preserved as an important link in the independent work of students in general. With the use of information technology, opportunities for organizing independent work of students are expanding. Independent work with training programs, with testing systems, with information databases is becoming relevant today. All types of electronic publications can serve as a basis for organizing students' independent work, the most effective of which are multimedia publications. The effectiveness of the use of information technology tools in the independent work of students largely depends on the success of solving methodological problems related to the information content and the way they are used, which makes it possible to change the nature of the educational and cognitive activity of students, to intensify the independent work of students with various electronic means of educational purposes.

Student's independent work includes the following structural elements: problem setting; Search; analysis; data processing; setting a time limit; self-control. This structure allows us to consider the student's activity in the independent acquisition of knowledge of a subject nature in stages. The integration of traditional and modern computer teaching methods in the organization of the student's independent work will make it possible to make the quality of the student's independent work more effective, as well as the entire educational process as a whole.

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