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FORMATION OF SUBJECT-RELATED COMPETENCIES IN TEACHERS BASED ON A CREATIVE APPROACH

Gulnara Umarbekova Anvarbekovna
Teacher of Russian language and literature at Tashkent State Agrarian University

ABSTRACT

This article provides information on the formation of science-related competencies in teachers based on a creative approach.

Keywords: Modern pedagogy, creative competence, creative pedagogy, professional education, professional activity, information.

Not so long ago, the concept of "creative pedagogy" began to be used in modern pedagogy. However, the need to find innovative and creative approaches to the teaching process ensured the formation of "Creative pedagogy" as an independent subject among pedagogical disciplines. The basis of this subject is the history of pedagogy, general and professional pedagogy, and methodological ideas of such disciplines as psychology, teaching methodology of special subjects, educational technology, and professional ethics. The general principles of "creative pedagogy" serve to create the necessary conditions for the professional development of specialists, including future specialists. Professional maturity is an important period of human ontogeny, starting from professional maturity and development ideas (14-17 years old) and ending professional activity (55-60 years old). The formation and development of a creative person depends on the mutual compatibility of changes in his inner and outer world, socio-economic conditions and human ontogenesis - from birth to the end of his life, the content of activity that requires continuity and succession.

Creativity (eng. "create" - creation, "creative" - creator) is the creative ability of an individual that describes the readiness to produce new ideas and is part of talent as an independent factor. Pedagogical creativity is the ability of a pedagogue to create new ideas that serve to ensure the effectiveness of the educational process, as well as to positively solve existing pedagogical problems, unlike traditional pedagogical thinking.

The creativity of the pedagogue is manifested in various forms in professional activity. They are:

Preparation of regulatory documents (DTS, curriculum and plans for academic subjects);
Creation of educational resources (textbook, teaching-methodical and methodical guide, recommendation letter, dictionary, encyclopedia, atlas, workbook, etc.);
Preparation of educational process and projects of spiritual and educational works;
Formation of educational information, control and test assignments;
Organizing the educational process in an interesting, lively, energetic manner;
Successful conduct of scientific researches;
Active participation in scientific and methodical conferences, giving speeches;
Publication of scientific, scientific-methodical and methodical works;
Submission of periodic reports, certification.

The effective organization of professional activity by the teacher in these forms depends on the level of his creativity.

Creative competence is the most basic and active form of manifestation of independent thinking qualities in a person. Although all tariffs differ sharply from each other, some common aspects can be pointed out. Firstly, the quality of the product obtained as a result of creative competence should be innovative; secondly, that these aspects were not present in the initial foundations of creative competence; and thirdly, any activity of creative competence is determined by the fact that it requires intellectual research. The activity of creative competence in students can be classified according to the following signs:

- type of creativity (technical, technological, organizational, economic, social, spiritual, pedagogical, didactic, among students, mixed);
- level of creativity (mono creativity, multi creativity, mega creativity);
- scope of creativity (field of knowledge, interdisciplinary, national, regional, interregional, international);
- duration of creativity (short-term, medium-term, long-term);
- form of creativity (innovative, educational, investment, mixed);
- according to general aspects (implementation of new ideas; promotion of new solutions in principle; practical application of innovation);
- according to the meaning and complexity of the created creative product (rationalization proposal; invention; discovery).The analysis showed that the student's creativity is manifested by his independent thinking in problem situations related to solving problems, writing essays, experimental work, and completing educational assignments. In our opinion, the student's creativity is mastered is to be able to relate knowledge to evidence and events in practice, to correctly evaluate and analyze the obtained results, to be able to generalize with the previously acquired ones. Regularly relying on a certain method, form, means - inability to adapt to new situations, leads to inability to work in unexpected situations. As a psychological state, it can manifest itself in various forms, including: not accepting the opinions and opinions of others at all; strict defense of the generally accepted point of view; applying old methods to new content and tools; preservation of old methods in new methods; such as the use of traditional methods in solving a completely new problem. Two interrelated tasks should be taken into account when organizing students' creative competence activities. The first of them is the development of students' independent thinking in the activity of creative competence, their eagerness to acquire knowledge, and the formation of their scientific worldview; the second one is determined by teaching to independently apply acquired knowledge in education and practical activities. The following indicators were proposed as criteria for the formation of creativity competence in students: independent decision-making; confidence in one's own abilities; active research; speed of thinking; flexibility of thinking; the originality of the idea; perfection of the idea; positive orientation of the idea; ability to process and target information; imagination; being able to connect distant thoughts; to be able to evaluate the weight of an idea; the elegance, grace and simplicity of the solution; be able to generate many ideas; validity of the idea. In the assessment of these quality indicators, tests, problem tasks and experimental methods are used. One of the important aspects of pedagogical technologies is focused on the formation of a stable orientation to the activities of future students of the whole group. These trainings are mainly carried out

in the form of trainings, and the organization of practical trainings on this basis has confirmed the development of students' skills to solve problematic situations related to activities.

Our goal was to justify the effectiveness of the pedagogical technologies developed on the basis of the methods of studying and evaluating creativity competence in students, as well as determining and applying the criteria for the formation of creativity competence. As a result, the following tasks were successfully solved:

- based on the analysis of the content of the continuous education system, theoretical information on the formation of creative competence of students during the educational process was studied and summarized;
- methods of learning creative competence, as well as criteria for creativity formation were defined;
- the level of mastering of the basic concepts of creative competence among students was determined by means of questionnaires;
- the recommendations developed in the research work on the development of creative competence qualities in students were tested;
- the necessary didactic conditions for the formation of creative competence of students of general secondary educational institutions and the effectiveness of the didactic model of the system of formation of important qualities of creative personality in students were evaluated.

Similar criteria and methods were selected for creative, educational and problem-situation assignments developed on the basis of the educational content in forming the level of formation of students' creative competence. The procedure for evaluation and monitoring of mastery indicators of the process of formation of creative competence in students was defined and tested. showed that the result was achieved. Based on theoretical and practical exercises, knowledge that serves to form important qualities of students in performing tasks in problematic situations, and creative competence in strengthening skills, the use of the method of forming important qualities in students will increase the level of readiness of students to a high level. [4]Creative competence is a type of activity that serves to ensure the strength and perfection of students' acquired knowledge, to form active and independent thinking personality traits in them, and to develop their mental abilities. This situation is especially important for future experts in mastering the basics of science, and then introducing approaches based on creative competence in students during direct management of this process. and we clarified the concepts of skills from the point of view of research.

Factors for the development of students' creative competence should be the basis of educational activities in every subject and every lesson. As the activity of creative competence covers all aspects of teacher and student activity, we believe that its effective organization serves to ensure the quality of the entire educational process. Familiarity with scientific and technical information is important in the development of creative competence activity. holds rin. It serves as an important resource for providing readers with newsletters, information on scientific terms, and information on invention and patent science materials. Close cooperation with specialists in the field of information technology and patent studies, regular familiarization with periodicals related to these fields will give positive results. . In this work, the concept of creative competence was adopted as an activity process aimed at creating a product of creative competence as an intellectual property based on the knowledge, skills and qualifications of

students, scientific and technical knowledge and the integration of education-science-production. to prepare students of the educational school for innovative activities based on creative competence, to master the mechanisms of updating production and industry technologies, to imagine the dynamics of their future activities, to understand the importance of acquiring practical knowledge, to guide their further activities creates opportunities to clarify knowledge, gain experience in active practical work, and develop skills for working with scientific information.[3] In the process of interaction with students, the pedagogue must take into account their value system, their desire to creatively develop themselves, and their level of consciousness. As long as a person is not based on high values and ideas, he does not understand the importance of his personal qualities and the processes of developing students' creativity, as a result, the creativity of the teacher and the student in mutual cooperation may not be fully realized. One of the important factors of the individual development of a person is his age. are related features. Because each age stage of development has its own developmental factors, laws and changes, which have a direct impact on a person's character, temperament, abilities and cognitive processes. Adolescence is the most complex and at the same time important among the youth periods of a person is a stage of development.O'quvchi o'g'il va qizlar hayoti hamda faoliyatining yangi sharoiti, ularning faol o'quv ijtimoiy, mehnat faoliyatlari bo'lg'usi mutaxasis shaxsining shakllanishida o'z ta'sirini o'tkazadi.

Limiting attention to only one, the most basic feature in the organization of personal creative competence does not allow to achieve the set goals. For this reason, it is necessary to look at the activity indicators of the adolescent in all areas as a general set, and focus on increasing the weight of the required characteristics. The specific aspects of the proposed creative pedagogical technology are explained as follows:

1. Not only the entire pedagogical system, but also the orientation of each of its components: purpose, content, organizational forms, methods and educational tools, pedagogical personnel and internal educational environment to the development of individual creativity.
2. The fact that creative pedagogical technology has a systematic description both in the overall educational process and at the local pedagogical stage.[2]
3. Independent determination of the trajectory and content of solution development by students in the performance of creative educational tasks.
4. By focusing on creative competence in students, it is aimed at forming the qualities of flexibility, mobility and a desire to develop an innovative solution in students.

Cooperation and cooperation in the introduction of creative pedagogical technologies; priority of autodidactic; principles of developmental education are followed. A two-pronged approach to the proposed technology:

a) research approach based on practical knowledge;
c) can be implemented on the basis of the research approach based on theoretical knowledge.

Creative pedagogical technology is based on the idea of a four-stage productive didactic cycle. The 1st stage is to introduce students to the new educational material based on problem-based learning, to form a creative motivation to master the new material, and to introduce them to the procedure for performing creative educational tasks.[1]

The 2nd stage is the organization of creative competence activities of students related to the development of the main characteristics of students' creative educational tasks and their solution.

Stage 3 - the student sets independent learning tasks for himself.

The 4th stage is to establish the student's independent creative activity. In this, the student learns to justify the product of creative competence activity designed by him.Opportunities of technology science in ensuring continuity of development of students' creative competence, modeling of processes of ensuring continuity of students' creative competence, mechanisms of development of students' creative competence in modernizing the content of continuous education, formation of important qualities in students based on creative competence activities it is necessary. It is possible for them to get to know different fields of work through practical work, they are taught the technologies of production of consumer products. It should be noted that social humanitarian, natural and concrete sciences mainly prepare for the choice of the field of study in academic lyceums, while technology mainly serves to prepare for the vocational field in general education schools. modeling makes it possible to develop science-based recommendations for optimizing the organization and management of these processes. Accordingly, a didactic model of the system of formation of important qualities of a creative person in students was developed. It defined the goals and objectives of the system of forming important qualities in students. In addition, the model reflects the process of formation of important qualities in creative students based on motivational, meaningful-informative, operational-active and control-evaluation levels. Didactic conditions corresponding to active, control-evaluation levels were justified. Existing qualities were divided into the following groups depending on which students are directly related to the aspects and their influence on the personality of the student: individual-typological qualities; sensory and perceptual properties; attention features; psychomotor properties; mnemonic properties; imaginative features; features of thinking; volitional characteristics. The creative pedagogical technologies developed within the framework of the research are aimed at the formation of their important qualities in students based on the development of creative competence of students. In researching the effectiveness of pedagogical technology, the inclusion of pedagogical observation elements in the pedagogical system, that is, the implementation of this educational technology is important for students attention was paid to the formation of aspects. Because pedagogical technology based on pedagogical observation determines the limits of possibilities that should be achieved based on its correct implementation. More effective organization of the formation of important qualities in students required the introduction of new exercises and trainings into the educational process. In addition, pedagogical observation made it possible to eliminate some defects in educational technology.

CONCLUSION

In the process of using pedagogical technologies, attention was paid to the following aspects in the implementation of pedagogical observation: definition of pedagogical observation technologies; determining the effectiveness of the proposed pedagogical technologies; developing recommendations for educational institutions in order to optimize the

implementation of pedagogical monitoring; development of a program for the development of important qualities in students.

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