

DEVELOP THE QUALITIES OF PROFESSIONAL CREATIVITY

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Master Student Direction: Theory and Methods of Teaching and Upbringing.

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ANNOTATION

The professional knowledge of the educator is characterized by creativity. Creativity is a way of professional life, a desire and skill to create a new pedagogical reality at the level of goals, content, technologies of the multifaceted educational process and system. Creativity helps the teacher to adapt to the flow of innovative changes. This article discusses the ideas and considerations for developing the qualities of professional creativity.

Keywords: professional creativity, development, pedagogical skills, quality of education, innovative educational technologies.

INTRODUCTION

The bounds of human activity are growing as modern science and technology advances, and new technologies are emerging. Qualitative developments imply that new technical, informational, audiovisual, and auditory instruments are becoming an intrinsic part of the educational process, adding specific features that make modern pedagogical technologies a reality.

Innovative potential refers to an individual educator's and a pedagogical team's ability to master new ideas, put them into practice, and achieve the desired outcomes. The idea of innovative potential is understood in pedagogy and pedagogical management in two ways: in the wide meaning, it refers to the educational institution's creative potential, and in the narrow sense, it refers to the teacher's inventive potential. An educational institution's innovative potential is defined by its readiness for self-development, diversity of cultural and educational environments, and conditions for individual self-development, as well as a high level of communication relationships. It is a combination of socio-cultural and creative personality features, willingness to develop pedagogical activity, and the availability of required internal tools and approaches for an individual educator.

The structure of the process of organizing creative potential is complex, and the level of development of potential necessitates inventive possibilities as well as instructor satisfaction with the efficacy of their work. The difficulties in exhibiting the teacher's innovative capacity can be split into three categories based on this definition:

1. The technological component is the level of professional skills and competencies of employees, production technologies, management, and implementation of innovations in the business; the following are challenges with technological training of teachers in innovative activities:

1) the ability to critically analyze the outcomes of their actions; 2) the ability to improve their professional competence; 3) the ability to positively perceive new information; 4) the

organizational culture and psychological environment being oriented towards innovative activities.

2. The cognitive component involves team members' awareness of forthcoming updates and their level of professional expertise of innovation topics.

3. The presence of a creative approach in the implementation of professional tasks by institution personnel, in determining their ability to think non-standard, critical thinking, and activity in issue situations is the creative component.

What is the definition of creativity? Creato is a Latin word that means "creative" or "creative" in English.

At first look, the organization of the educational process around creative ideas appears to diverge from the curriculum's criteria. However, the methodically effective and accurate teaching is ensured by the creative approach to adapting teaching to current State Educational Standards (SES), as well as the methods, strategies, and resources that serve to give teachers with a creative, creative approach to the teaching process.

From a pedagogical point of view, the formation of educational content is carried out in the following three stages:

- General theoretical stage;
- Training phase;
- The stage of mastering the training material.

At the stage of mastering the educational material, the content of education is reflected in the normative documents, such as SSE, curriculum and syllabus, as well as training resources (textbooks, manuals, guidelines, recommendations, etc.).

The content of education is reflected in the content of the following state educational standard, curricula.

State educational standards are a set of guidelines that determine the content and quality of secondary, secondary special, vocational, and postsecondary education. The curriculum is a document that specifies the content of each subject as well as the quantity of knowledge, skills, and abilities that must be learned throughout the course of the academic year.

The curriculum delves deeper into the subject of education. Curriculum is a normative document that explains the content of information, skills, and abilities in a particular subject, the overall time spent on the subject, the distribution of relevant knowledge by study, the order in which topics are studied, and the level at which they are studied. The criteria that determine the success and efficacy of the learning process are students' complete mastery of the knowledge, skills, and abilities stated in the program.

The full manifestation of creative qualities in educators is also reflected in the work with curricula. Author's training programs:

1) curriculum aimed at in-depth study of a particular topic (issue) or finding a solution to a particular problem within the educational module (science), taking into account the needs, interests, desires of students;

2) a type of curriculum. These types of programs also differ from other curricula by the fact that the structure of the curriculum is unique, taking into account the requirements of the SSE, reflecting the author's views on the events and processes being studied. Such programs must

have external reviews of teachers, psychologists, methodologists working in the relevant field and be approved by the pedagogical councils of educational institutions.

The teacher has the opportunity to fully and autonomously demonstrate their creative abilities when developing the author's curricula. Typically, author's curricula are successfully employed in the organization of student-choice courses (compulsory or special), club activities, scientific societies, "Science Clubs," and centers of technical and artistic innovation. Furthermore, with a 15% creative approach, each educator has the option to make adjustments in the construction of the subject's material. As a result, the curriculum's original and creative nature piques students' interest in learning and ensures that their learning activities are activated.

A technological perspective underpins pedagogical technology. A technological approach is a set of procedures and techniques used in production processes to produce a finished product (similar to production technology), a set of approaches that ensure the expected results in meeting the defined objectives.

If we define a method as a way of knowing, researching, or acquiring theoretical and practical knowledge in an activity as a set of actions, operations, and methods, then pedagogical technology refers to a method of teaching, or in other words, a collection of educational processes, tools, forms, and methods.

Pedagogical technology differs from traditional teaching approaches in a number of ways. First and foremost, pedagogical technology differs from traditional methodology in terms of goal-setting and achievement.

The establishment of general educational goals (teacher and student goals), the transfer of educational goals to control (test) activities, and techniques for accomplishing goals are all part of the pedagogical technology method.

Educators' professional expertise is distinguished by their inventiveness. Creativity is a way of life in the workplace, a desire and ability to build a new pedagogical reality at the level of goals, content, and technologies in the complex educational process and system. The ability to adapt to the flux of creative changes is aided by creativity. As a result, working with the following guidelines in the development of the teacher's creative activity is recommended.

1. Assemble a group of teachers who want to collaborate with new technology. They are used to communicate to instructors the aim and core of using pedagogical technology in the classroom.
2. Carry out the following organizational work to prepare teachers who want to work on the basis of new pedagogical technologies in this process:
 - Seminar;
 - Training;
 - Individual counseling;
 - Organization of demonstration classes.
3. Provide methodological help while supervising, monitoring, and analyzing the work of employees using new technologies. Pay attention to what they have to say.
4. Organization of talks by teachers using new educational tools in methodical councils and pedagogical councils.
5. Set up a room with didactic materials and instruments for working on new pedagogical technologies.

6. Disclosure of the advantages of working with new technology, as well as student, parent, and teacher support.
7. Using an advanced, innovative teacher to form an innovative educational team.
8. Maintaining the cycle of renewal and ensuring its continuance.

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