



DEVELOPMENT OF CREATIVE ABILITY OF FUTURE TEACHERS

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Abstract: *This article presents a description of the problems encountered in the formation of creatively capable future educators who can take their place in today's modern society, and ideas for overcoming them.*

Keywords: *Creativity, ability, globalization, creativity, modern, approach, education, educator, creativity, critical interpretation, competence, indicator, quality, interactive, improvement.*

Introduction. In an era of rapid globalization of science and technology in the world, there is an increasing demand for intellectually capable, creative and imaginative educators to solve the problems that are occurring in modern society. In particular, the UN's "Sustainable Development Goals until 2030" strategy and UNICEF's strategy for the development of preschool education define the inclusion of children from an early age in quality preschool education, as well as the level of improvement of the preschool education system based on modern approaches, as one of the main indicators. In these documents, educational standards require educators not only high qualifications and regular professional development, but also creativity in the pedagogical process, a creative approach to educational situations, and the practical application of interactive methods.

In the era of modern educational reforms, the demand for creatively thinking educators is increasing, and it is an important task to form the ability of learners to strive for innovation in the learning process. In today's education system, many approaches and methods are based on creative thinking, critical interpretation and analysis, and are aimed at correctly understanding and correctly conveying the information provided, generalizing modern information and drawing conclusions.

Main part. The word creativity actually means "creation", it is a creative ability of a person in society to create innovations, to solve problems. The fundamental content and essence of creativity is unusualness, creative thinking, independence and striving for innovation, as well as a diverse approach to coming to a conclusion in the context of a problem situation with a broad imagination and worldview [3;52-p].

In fact, creativity is contagious, and to be creative, you need to make friends with more creative people, talk to them, and constantly be in search. Just as it is possible to form various skills in a person, it is also possible to form the ability to think creatively. Creativity is a concept that also applies to future educators, and working on oneself helps future specialists to think in unusual ways and have imagination. However, the issue of inspiring future educators, supporting them, and encouraging them to be creative requires a highly qualified



educator. In particular, the scientific environment in the classroom, the formation of the way of thinking in future educators, “indicates the educator’s approach and strategy” [6;170-171p].

In today's educational process, the main factor is to abandon the pre-planning of preschool education classes, to change and radically renew the attitude towards “forming and developing analytical, critical, creative thinking in future educators, encouraging them to be creative, creative worldview, invent new innovative sciences, and to motivate them to achieve success.” “It is not important whether an educator is creative and inventive or not, but rather that he conducts classes based on modern technologies and strives to test new innovative ideas in the educational process.”

Developing the creativity and increasing the competence of future educators is noted as one of the urgent tasks. Improving the system of developing creative activities, such as adapting to modern innovations in the world, preparing educators for the life of a constantly changing society and making their contribution to the requirements of the times and with great enthusiasm, is one of the important educational tasks of all teachers of higher educational institutions [4;555-p].

A number of measures are being implemented to ensure the implementation of the Decree of the President of the Republic of Uzbekistan No. PF-152 dated September 30, 2024 “On additional measures to further improve the quality and efficiency of preschool education” and to improve the quality and efficiency of the education system [1]. In particular, priority areas include supporting and motivating teachers, introducing advanced pedagogical and information technologies, expanding the network of modern preschool educational organizations, implementing innovative approaches, strengthening the material and technical base, and involving qualified specialists in the educational process. Also, large-scale work is being carried out to introduce integrative educational programs aimed at increasing the mental and cognitive intellectual potential of students of different age groups, strengthening physical fitness, and forming a healthy worldview. In particular, it is important to improve the quality of specialist training in our country, creating the necessary conditions for the training of highly qualified specialists based on international standards.

There are also didactic competency requirements for the future creative educator, and in this regard, we offer the following (Figure 1):

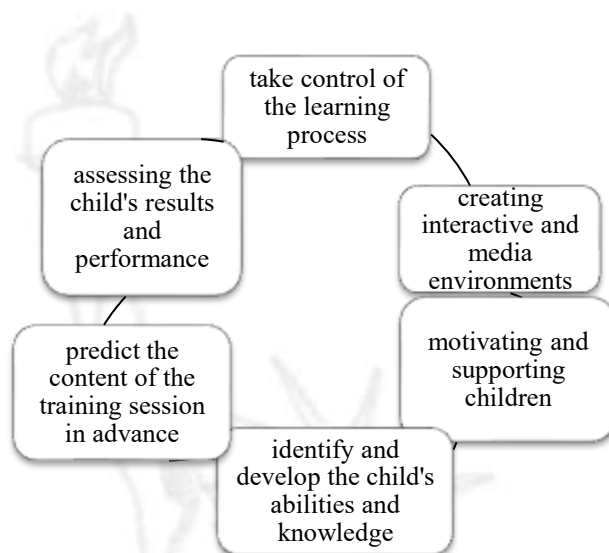


Figure 1. Didactic competence of a creative educator

The above requirements determine the need for future educators to have national and spiritual views, develop intellectual, informational, motivational, metacognitive, i.e. cognitive activity, reflexive and self-assessment skills. If an educator cannot fully master the secrets of his profession, organize the educational process qualitatively and work hard on himself, he will not be recognized as a modern educator [5;5-8-p].

During the experimental period, the study of the activities of educators of preschool educational organizations showed that there are certain shortcomings in this area:

- lack of qualitative establishment of the preschool education system, insufficient organizational, pedagogical and methodological competencies of educators;
- low motivation of educators to improve their skills as a result of the lack of consideration of the needs of the trainees in the formation of curricula for advanced training courses
- failure to fully utilize technologies and opportunities aimed at increasing the effectiveness of educational activities;
- lack of readiness of educators for innovative activities, inability to effectively use personally oriented education and information technologies in their activities;
- insufficient development of communicative, diagnostic, reflexive, and organizational skills among educators;
- the model of developing the creative abilities of educators through didactic games should be improved based on modern requirements;
- we can see that in some cases there is a shortage of educators with higher education.

If skill, verbal intelligence, creativity, professional maturity are considered as the mechanism for the development of the educator-pedagogical personality, then pedagogical professionalism can be assessed as creativity. Pedagogical experience and skill are pedagogical factors in the process of preparing the educator for creative formation [2; 825-p].

In the course of our research, it was determined that the following tasks should be implemented as an analysis and solution to the above problems.

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- further development of the effectiveness of the use of modern and information technologies during advanced training courses;
 - improvement of the organizational and didactic system of continuous professional development of educators based on foreign experience;
 - improvement of the system of exchange of experience in cooperation with foreign leading specialists in the formation of the personality of a creative educator;
 - organization of training seminars based on an integrative approach;
 - formation of socio-cultural, pedagogical-psychological, normative-legal skills in developing the creative abilities of educators;
 - improvement of the content of advanced training courses for educators based on social, methodological and pedagogical requirements, etc.

Indeed, it is important to form the unique aspects of future educators in working with children, develop creative qualities, and organize educational activities in non-traditional forms using interactive methods. The above requirements determine the need for educators to have national and spiritual views, develop intellectual, informational, motivational, cognitive, that is, cognitive activity, reflexive and self-assessment skills. If an educator cannot fully master the secrets of his profession, organize the educational process qualitatively, and work hard on himself, he will not be recognized as a teacher who meets the requirements of the time. In conclusion, the development of creative activity is a complex and personal process influenced by subjective and objective factors. In preschool educational organizations, all children need personal guidance, assistance and correct guidance from teachers. This activity of the educator has shown the great importance of children becoming creative and socially active individuals. In order to overcome the problems encountered by future educators, it is very important to awaken in them a love for their chosen profession, to motivate them to work tirelessly on themselves, to love children, to be smart, knowledgeable, and determined to find their place in life. After all, a person achieves success not in one day, but only when he takes one step every day.

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