

Formation Of Creative Ability In Future Teachers As A Social Need

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ABSTRACT

This article is based on the fact that as a scientific basis for the formation of pedagogical creativity in future teachers, students of pedagogical higher education institutions are represented as participants in this process, mature individuals and active subjects of professional activity. Autopsychological skills for the formation of creative abilities in future teachers were systematized and pedagogical ways of their formation were suggested.

Keywords: creativity, ability, technology, autopsychological skills.

OBJECTIVE: to develop and implement technology for the formation of creative abilities in future teachers.

OBJECT: The process of developing creative skills in future teachers.

METHODS: general (historical, biographical, retrospective-perspective, content analysis), modeling (design), sociometric (questionnaire, test, survey, interview, interview), direct and indirect pedagogical observation, pedagogical experiment, mathematical statistical analysis, expert evaluation.

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

INTRODUCTION

In our country, the greatest attention is paid to the education of independent-minded, enterprising and courageous young people and the Actions Strategy for the further development of the Republic of Uzbekistan identifies priorities for "further improvement of the system of continuing education, increasing the capacity of quality educational services, continuing the policy of training highly qualified personnel in line with modern needs of the labor market. [1]"

Developing the creativity of future teachers is one of the main goals of today. Defining priorities for the systemic reform of higher education in the Republic of Uzbekistan, raising the process of training highly qualified personnel with modern knowledge and high moral qualities, to a qualitatively new level, modernization of higher education, the goals of development of the social sphere and the economy based on advanced educational technologies are set out in the "Concept for the development of the higher education system of the Republic of Uzbekistan until 2030" [2].

Many Central Asian thinkers have expressed their views on intelligence, thinking and creativity, and their role in the development of the individual and society in relevant literature. In particular, the great scholar of Central Asia and the whole Eastern Renaissance, the thinker, scholar Abu Nasir Farobi (873-950), who deeply reflected in his work the main aspects of the

advanced philosophical thought of his time, tried to identify the specific features of creative abilities.

According to Farobi, "People differ in physical and creative abilities and strength. This difference is reflected in the level of their profession and knowledge."

Abu Rayhan ibn Ahmad Beruni [3] is a scholar with a deep interest in education and upbringing. He put forward ideas about the acquisition of knowledge, the attainment of truth, mental reasoning, the study of science, its close connection with life and activity, as well as the methods of teaching and upbringing. Beruni explains that the superiority of man over all other beings is through his thinking. That is why he says that all the animals on earth are subject to him, otherwise man would be weaker than even the smallest animal.

Beruni emphasizes that man relies mainly on the intellect to know the external world, and that is why he is superior to all other living beings. But there is no limit to knowledge, and not all knowledge can be acquired quickly. "Therefore, one should not be satisfied with what one has learned, but should always strive to acquire new knowledge. According to him, man has the ability to know, to understand, to think, to discuss, to reason, to invent. The power of human thinking is that it can be used to compare and analyze events and happenings, to distinguish truth from falsehood, justice from injustice, good from evil, and truth from injustice.

Spirituality, consciousness, and thinking depend on the influence of all events, because human thinking is always focused on knowing reality. "But man," says Beruni, "does not stop at the level of emotional cognition, which gives knowledge of the qualitative properties of things and events, but requires a deep and comprehensive knowledge of things, a reflection on these things." Because of thinking and creativity, a person compares and compares things and events, determines the validity of his knowledge, and checks the relevance of new knowledge to objective reality. Also, because of creativity, a person feels a thirst to learn more or less different knowledge.

Abu Ali ibn Sina is another scholar who expressed important ideas about creative thinking. He expresses his psychological views in stories such as Tayr and Hayy ibn Yaqzan. In Tayr, he calls people to friendship, to knowledge, to study. "Open the veil of the tongue so that you may learn from one another and become perfect," he says. Ibn Sina's story "Hayy ibn Yaqzan" encourages people to know science and logic in order to gain a deeper understanding of their character and nature, because this knowledge develops one's taste and expands one's horizons. Ibn Sina says in this regard: "The benefit of the science of intellect is from the cash sciences. If you know this science, it will help you to understand the secret behavior of people. If you enjoy science, you will become very sharp. " Although this work is about the mind, science, and enlightenment, it is able to psychologically describe human qualities such as science, intellect, intellect, and manners. In fact, as the scholar points out, it is only when one enjoys the science of intellect that one becomes strong and prudent in all respects, otherwise one becomes spiritually degraded and mentally weak.

The problems of individual creativity and creative activity have been studied by researchers for many years. However, today the range of requirements for the creative qualities of an individual has expanded and grown.

Creativity is one of the manifestations aimed at solving the disproportion (solving creative problems), which requires objective and subjective personal conditions (knowledge, skills, creative abilities), the result of which is innovative and progressive in nature. .

In addition to the interpretation of the concept of creativity in the specialized literature, there are different views on its nature, the structure of the creative process, the formation of human creative abilities. It is important to note the versatility in the use of the term "creativity". This is because the concept of creativity is considered as "activity", "activity", "process", "type of activity",

"type of activity", "form of activity". Its various aspects are reflected in the following concepts: "creative potential", "creative ability", "creative activity", "creative attitude", "creative activity", "creative work", "personal creativity".

Summarizing the research in the field of philosophy, pedagogy and psychology on the problem of creativity, we can conditionally talk about the following three principal positions. The first is that it brings together scientists who believe that creativity is characterized only by discoveries of social significance. According to the second, of course, such discoveries have a creative character, they create for themselves, even if they are not so important, and here the subjective nature of creative activity is taken into account. Proponents of the third view follow the boundaries of creativity and non-creativity in terms of algorithmic activity.

From the above, it is clear that creativity is a new, socially significant and useful human creativity that serves to enrich culture.

Creativity or creative activity is a socially significant activity that produces a new, unique product for the first time. However, this is only one aspect of creativity that is inextricably linked to each other, and the other aspect of it is that the individual's self-study is engaged in creativity. In this regard, N.M. Skatkin states: "Human activity is creativity in its essence, the nature of its implementation and its social significance."

In conclusion, the great scholar's ideas about the need for curiosity and intrinsic knowledge of innovation in people with creative abilities testify to the multifaceted potential of the human mind. Of course, man always acts only when there is an inner need to innovate and make discoveries. For example, an artist who feels the beauty of his work strives to create something even more beautiful. It is this aspiration that contributes to the development of his thinking.

It is noted that the need for psychophysiological creativity occurs at the following stages of development:

- 1) lust is the simplest form of need and is consciously controlled by man;
- 2) desire - consciously controlled by a person, which represents a set of attitudes of a person to a particular object or event;
- 3) arise on the basis of interests and related concepts, and is formed under the influence of external influences in life, personal activity and the educational process.

It is important to note that any goal-oriented activity, ie activity without external influences, can be a field of

study of the existing forces of the individual, first of all, his socio-moral, creative potential, provided that it transforms him into an independent activity. is calculated. The concept of "independence" is important for our research from a methodological point of view. By "independence" we mean the following important types of activity: consciousness, freedom, curiosity, need, interest of the subject.

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In our view, 'creativity' emerges as the self-production and self-formation of a person's physical and spiritual strength, ability and need in the socio-historical process of knowing and changing reality. Because this activity presupposes a mismatch between practical creativity and the experience of knowledge accumulated in history and its denial, that is, the boundless self-renewal in the process of development.

We have adopted this definition of creativity based on the idea that preparation for creative activity is based on activity. The essence of this is as follows: "Human practice determines the diversity of systems and methods of vital activity, forms its consciousness. It is important to note that the process of creating innovation cannot be understood without considering such categories as the independent organization. "

The basic principles of the theory of creativity are described in the works of L.S. Vygotsky, D.B. Bogoyavlenskaya, V.V. Semakova, P.V. Alekseev. The attitude of these authors to creativity is clearly expressed in the following definition: "Creativity is an activity, the result of which is the creation of new material and spiritual wealth. It means that a person has the ability, motivation, knowledge and skills to create a product that is unique, new and unique. "

Participation in creative activity is not a waste of time, but in the process of improving one's personality. His worldview, knowledge, and experience expand and deepen, and his talents and abilities spread. In this case, creative activity is an effective means of organizing education and upbringing. LS Vygotsky states the existence of creativity in human life: "In everyday life around us, creativity is a necessary condition of

existence and a mandatory condition of the human creative process by its origin."

Creative activity does not always lead to innovation, it can be of a reproductive nature, involving activities that are discovered and preserved before expanding what exists.

At the same time, creativity is also preferred because in order to process a value, one must first create it.

Creative activity training of future teachers to create new products that are unique, such as technology, materials, models, literary and artistic works, "discoveries", the idea of solving technical problems without templates is to provide achieving.

Creative activity is the attitude of the subject to his work (job satisfaction, the desire for innovation in the process of its implementation, creative motivation to solve it) and creative problem solving (previously acquired knowledge, skills and abilities and methods of work independently moving, problematic, is the process of seeing a new object as a new function).

Therefore, in our view, the development of effective methods of teaching creativity is an important component of the work on the formation and formation of creative abilities in future teachers, the activation of the human factor. Because the presence of such methods leads to a qualitative leap in the development of mass creativity. At the same time, the development of a methodology for the formation of creative ability is the main way to use not only knowledge, but also creativity. If it is not possible in principle to observe the process of creative thinking of the subject, then there is no attempt to limit it to the external description of the study, to analyze the objective characteristics of creativity (elimination of imbalances in the development of subject activity) and to stimulate similar results can be eliminated.

Creativity can be viewed in four aspects: individual creativity, the creative process, the product of creative activity, and the prerequisite for creative activity.

In the first approach, creative activity is a way of expressing that person.

Although the mechanisms of knowledge perception and the mechanisms of creativity are inextricably linked, they are different in nature. Explaining the interdependence of these mechanisms, I.S. Yakimansky noted: "Acquisition of the experience of creative activity is impossible without the acquisition of knowledge that crystallizes socio-historical experiences." At the same time, he noted the difference between activity and activism: "Activity is first and foremost a necessity; activity is defined by interest,

value, ideal, need, and location in independent activity. It's about being personal. "

The uniqueness is that it must be focused on creative activity and individual independence on the one hand, and on the other hand to allow for the necessary deepening and improvement of ways of acquiring knowledge without a single goal. According to R.A. Nizamov, it "stimulates the aspirations of future teachers to bring the object of study to the essence of the event, to try to apply new methods to overcome difficulties, to introduce elements of innovation in the methods of completing tasks and tasks."

Summing up, it should be noted that so far there is no consensus on the definition of meaningful characteristics of creativity, the separation of its main features. This is partly due to the global nature and complexity of the problem, which requires a comprehensive study. It should also be noted that the existing trends in the psychology of creativity widely record the specific psychological features of creative activity, and narrowly reveal the effective ways of its formation. Therefore, the practice requires, first of all, small specialists who are capable of searching for innovations and at least armed with general methods of solving problems. We emphasize that informative teaching does not solve this problem. This is because the knowledge of technical objects and technical laws, skills and competencies, which are formed taking into account common technological processes and production methods, is sometimes negatively affected by the process and outcome of solving new problems when transferred to new conditions and situations. The possibility of showing secrecy has been proven during research. In this case, we can talk about the knowledge, imagination and device that have become accustomed. Following the same methods of work, the same results, sometimes leads us to psychological inertia.

Psychological inertia, that is, the pursuit of a chosen path, is the result of a specific psychological barrier. Its emergence leads to a deadlock, as it does not try to work in the traditional direction and look for new solutions. That is why a person needs an outdated but at the same time habitual system of forward-thinking actions based on a psychological point of view aimed at weakening the imagination and the device and the activity.

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The guiding point of our research is L.S. Rubinstein's idea that "in human activity and work, the development of his practical, theoretical, psychological and spiritual image is not only manifested, but improved."

Thus, activity is the basis for shaping the creativity of the individual. However, not all activities can achieve positive results in achieving the desired goal. Therefore, "in order for a future teacher to develop any quality in one form or another, it is necessary to include in him a specially organized activity."

D.B. Bogoyavlenskaya divided creativity into the following three main types:

- 1) stimulus-productive activity - this is the nature of productivity, which is determined by the action of some external stimulus. The high manifestation in this link reflects the high level of development of mental ability and is exactly the same as the concept of 'general ability'.
- 2) heuristic activity - it has a creative character. Having a sufficiently reliable way of solving a problem, a person continues to analyze the structure and content of his activity, comparing the individual problems. All this leads to the creation of new original ways of solving problems. Each newly discovered law is evaluated by the heurist as a discovery, a creative discovery. At the same time, it is seen only as a new "own" way of solving the problem;
- 3) creative. In this case, independently determined empirical laws are not used as a method of solution, but emerge as a new problem.

Creativity is a word that is difficult to define. If man has created something extraordinary and at the same time significant and useful, we call him "creation." Thus creation is determined not by a process but by its consequence.

For a long time, creation was a unique gift given to man by nature, it was believed that it is not given to everyone. Psychologists say that the necessary qualities for creativity, personal qualities are directly developed in the creative activity of future teachers. Creation is the activity of creating human material and spiritual wealth, in which human thinking, memory, imagination, attention and will take an active part, and all knowledge, experience and talent are manifested.

Creation is the mental process of creating new valuable ideas, the creation of new material and spiritual values. Manifested in the creation of a new, original, antique object based on the abilities, motives, knowledge and skills of the subject. The study of such

personality traits has shown that in creativity - imagination, intuition, lack of understanding of mental activity, its components, as well as self-improvement of the individual, the manifestation and expansion of his creative abilities are of great importance. Creativity plays a key role in creativity. Along with imagination, creativity combines the speed of thinking. It is manifested through emotionality and willpower [4].

Creativity is an individual's creative ability - the ability to come up with unusual ideas, to move away from traditional thinking, to solve problems quickly. It is characterized by a constant willingness to create new ideas and is a factor in the structure of ability.

The ability to think innovatively in today's fast-changing environment is one of the most important professional qualities of a future teacher. Creative component is the ability to think creatively, creatively teach, educate, research; aspiration to create innovations, rational solution of pedagogical tasks, ability to independently design their activities; and the formation of intellectual situations that allow them to solve professional creative tasks. The following generalized classification of creative abilities in terms of autopsychological competence can be made (Figure 2.2.2)

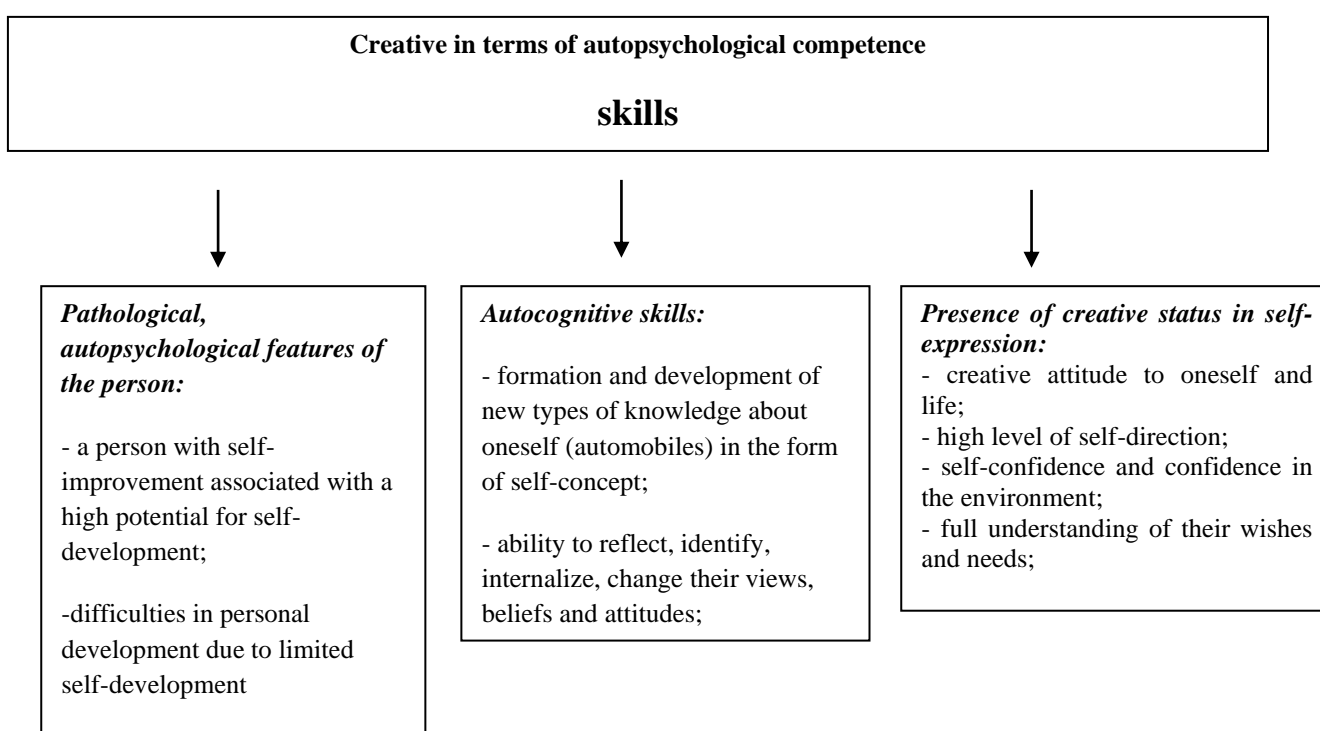


Figure 2.2.2. A set of creative abilities in terms of autopsychological competence

Another feature of the process of formation of creative ability of future teachers is that it has a clearly expressed social character on the one hand, and on the other hand, it is as individual as possible. The practical results of the study of human creativity are of some interest to educators. Its development as a science shows how important it is for educators to look for effective ways to prepare future teachers for creative activities.

Here we fully agree with D.B. Bogoyavlenskaya: "There is no creative ability that is parallel to generality and potential, and at the same time the creative potential of an individual is not the result of his creative growth". From our point of view, what is accepted as the name of

creativity is a gift for independent creative activity. Its manifestation is not limited to the sphere of professional intellectual labor and represents a creative character of a voluntary nature. As an independent cognitive activity, the concept of individual activity can be considered as a whole.

Based on the analysis of research on the problem of the essence of creativity, we came to the conclusion that this essence is reflected in the following most important features and characteristics:

1) Creativity is the highest form of self-expression in which all the physical and mental forces of a person are involved. It is manifested in independent, non-standard

activities aimed at creating objective social as well as material and spiritual values of subjective significance;

2) creativity is always associated with research and as an important form of human activity: long-term initial training; creative motivational activity and direction; high level of intellectual development; originality of thinking; high level of ability and independence in relation to the new problem; requires the availability of the most adequate level of self-organization and self-assessment.

3) Creativity should always be humane.

From what has been said, it is clear that the process of creative activity is the highest manifestation of independent cognition.

It is possible in the context of a collaborative exchange of knowledge, skills and experience of a particular creative activity, as well as positive motivations for learning, and on this basis the future teacher acquires creative experience.

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