

## ON THE FORMATION OF INNOVATIVE-CREATIVE COMPETENCE IN FUTURE ENGLISH TEACHERS

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### ABSTRACT

The modern national strategic goal of continuing education is to train intellectually productive, innovative and creative personnel. Professional training of the new generation with the necessary innovative and creative qualities is carried out with the help of pedagogical staff with a new level of pedagogical competence. These creative pedagogical staff must have special personal qualities, they must be able to distinguish problems, make productive decisions, be responsible in solving them, resolve disputes through dialogue and cooperate. Innovative and creative pedagogical activity of foreign language teachers creates conditions for the full manifestation of the teacher's personality and the discovery of new didactic and technological models in the teaching of subjects in educational institutions. The readiness of future foreign language teachers to implement innovative forms of pedagogical activity is directly related to their professional creative competencies, creative abilities. The practical significance of the research lies in the fact that the methods of shaping creativity can be used in practice in future English teachers.

### Keywords:

creative competence, creativity, competence, pedagogical activity, ability, training of pedagogical staff, future teacher.

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### Introduction

Innovative processes taking place in Uzbekistan today in the social, economic, political, cultural and educational spheres have led to the modernization of the entire university education, including pedagogy. Changes in the socio-economic situation in the country, the legislation on the education system have led to the need to find new ways to improve the content and organization of teacher training. Modern conditions set new requirements for the professional training of future teachers.

A modern teacher is a creative thinking educator who is ready to develop himself creatively and to develop the creative potential of his students. Mobility, responsibility, independence, the ability to respond quickly to changing circumstances, the ability to make non-standard decisions in difficult situations - these are the qualities that need to be formed in the teacher. These qualities are related to the creativity of the teacher.

Theoretical and methodological aspects of shaping and researching the personal qualities of a teacher are addressed by O.A.Abdullina, S.I.Arkhangelskiy, B.C.Ilin, V.V.Kraevskiy,

V.A.Slastenin, A.I.Shcherbakov dedicated to the work of and other scientists. The professional development of the educator, in which the issues of formation of pedagogical skills are addressed by E.M.Nikitin, M.L.Portnoy, M.M.Potashnik et al.

The need to develop creativity in students studying in pedagogical universities has been emphasized in the work of many researchers [4; 5; 8]. Therefore, along with professional and general professional competencies in pedagogical universities, it is necessary to form the creative competence of future teachers.

Today, the great interest in the formation of creative competence of the teacher, the lack of research on this problem, the lack of special exercises to develop creativity determine the relevance of our research. The purpose of our study is to identify and demonstrate the ways of creativeness formation in future English Language teachers. To achieve this goal, we set ourselves the task of analyzing the definitions of creative competence of future teachers, identifying conditions for the formation of creativity, the development of special exercises that will help to

develop creative competence in an English teacher.

### Methods

The methods of research were the analysis of the literature on the problem, generalization, experiments to determine the level of creativity of students undergoing pedagogical practice, generalization of results.

The theoretical basis of the research is scientific work in the field of studying the creativity of the individual (J.Gilford [3], E.P.Torrens [11], D.B.Bogoyavlenskaya [1]), on the theory of formation of pedagogical creative competence (R.Epstein, F.V.Sharipov [10], M.M.Kashapov [7], etc.), heuristic teaching method (A.V.Khutorskoy [9]), research on the development of creativity and creative abilities in future teachers.

### Results

The term creative competence was coined by R.Epstein, who said that the term refers to the readiness to apply the acquired knowledge, to supplement them, to self-improvement, to grow [6]. The term is used in pedagogy and has a number of definitions. Including F.V.Sharipov describes the creative competence of the teacher as "a set of knowledge, skills and abilities, as well as the qualities and abilities necessary for creativity in the individual" [10, p. 76]. It includes the ability to be creative, to solve problems, to be resourceful, to solve problems in a non-standard way, to be able to convey experience, distinguishes components such as emotional-figurative qualities (associativeness, imagery, sense of novelty, empathy), freedom of thought, freedom from stereotypes, the ability to interpret assumptions. In the monograph "Creativity as the main competence of the teacher" edited by M.M.Kashapov, he said that the creative competence of the teacher is a set of skills that provide non-standard solution of pedagogical tasks, it is defined as a willingness to create in a modern educational environment, openness to the acquisition of new knowledge in other disciplines,

the technological skills and competencies needed to implement the ideas put forward [7, p. 72]. Therefore, it can be said that creative competence is an integrative concept that includes professional knowledge, skills and abilities, as well as special qualities that allow for the successful implementation of pedagogical activities.

The main component of creative competence are with the creative characteristics of the individual presented by J.Gilford [3, p. 434] and is determined by the professional knowledge, skills and competencies that a foreign language teacher must possess. Thus, the creative competence of a foreign language teacher is a complex integrative quality that reflects a set of knowledge, skills and competencies in the field of foreign language and its teaching methods, the teacher's ability to identify and pose problems, the ability to generate ideas, flexibility, originality, the ability to improve, analyze, and develop students' creative abilities by adding details, includes personal qualities of the teacher, such as the ability to solve pedagogical situations in a non-standard way. It follows that creativity is the basis of the creative competence of future English teachers. In order to develop students' creative abilities, the teacher will need to use special exercises in the teaching process.

Psychologists identify conditions that help students develop creativity and include situational and personal conditions in them [1]. Situational (situational) conditions include lack of time limit, loss of stress, motivation to perform creative activities, lack of focus on a clear solution, and so on. Personal conditions include nonconformist, self-confidence and willingness to take risks, creativity, and imagination.

It should be noted that teaching the use of heuristic methods in solving problem tasks is important. In practical classes in a foreign language, students are offered problematic tasks of a communicative nature. Heuristic methods such as "Brainstorming", "Creating Associations", "Changing Role Functions", "Personal Empathy", and "Six Hats" can be used to solve them. The heuristic method of "brainstorming" or

“brainstorming” develops the ability to create ideas, a creative approach to problem solving, and to analyze and synthesize. When using this method, students are offered a problematic situation. For a few minutes, students record all the ideas needed to solve this situation, then analyze, compare, and select the best ones. The “associations” method is based on finding associations to given words. For example, the teacher suggests one general topic. Students will need to find options to narrow down this topic or create associative branches for the keyword. Based on these words, students compose their own sentences.

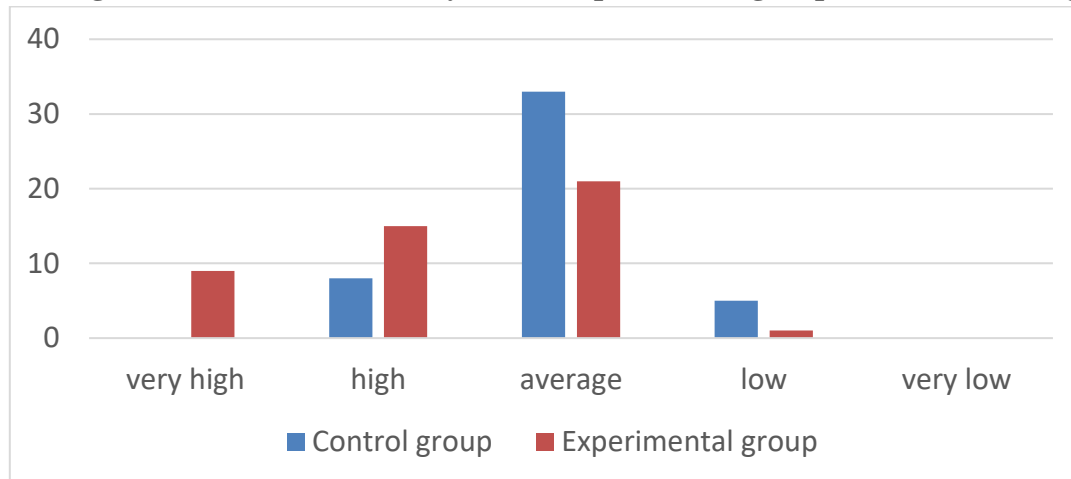
The “Six Hats” method proposed by Edward de Bono [2] allows dividing the thought process into the main stages of creative activity. Each stage is marked with a "cap" of a certain color. The "white hat" represents the rational stage of the creative process, in which information is collected, figures and evidence are given. The "red hat" is an emotional stage in which all the emotions and feelings associated with the problem are recorded. The "black hat" represents a critical stage of the creative process. At the "green hat" stage, new ways to solve the problem will be found. At the stage of "blue philosophy cap" the thought process is systematized, the solution of the problem is accepted. Exercises performed using this method develop students' creative abilities.

Exercises based on the creation of quatrains, Japanese tank-style poems, poems such as logogram, anagram, tautogram, and palindrome are performed with great interest to develop students' creative competence. Students who perform such exercises in English classes change

word form, develop analysis and synthesis skills, and broaden their worldviews.

Working with literary texts in English lessons also helps to develop creativity in students. Based on the text, it is possible to create various reproductive and productive exercises based on concretization, transformation [6]. In concretizing the literary text, it is suggested to fill the given text with the recommendations of the protagonists, to interpret the historical events, to think about the development of the events in the text. In the transformation of the literary text, tasks are given based on the creation of a story based on any poem, or based on the content to change the descriptions of the heroes, the time and place of the events.

We used a survey of Renzulli, Hartman and Kalakhan to determine the level of creativity of 4th year students of the Faculty of Philology, Gulistan State University and Department of English. The survey involved 92 students undergoing pedagogical practice (46 in the experimental group and 46 in the control group). Using a 4-point system, experts assessed students' creativity. According to the results of the survey, 9 students in the experimental group have a very high level of creativity, 15 - high level, 21 - medium level and 1 - low level. In the control group, a very high level of creativity was not detected, a high level was detected in 8 students, an average level in 33 students, and a low level in 5 students. In both groups, none of the students showed a very low level of creativity. The level of formation of creativity in students in the experimental and control groups is shown in Figure 1.

**Diagram 1. Levels of creativity in the Experimental group and the Control group**

According to the results of the experiment, most of the students in the experimental group demonstrated the ability to suggest different ideas during the completion of the assignments. Some students have a standard approach to homework and do not show individuality. Ten percent of students make their decisions with confidence, taking responsibility for non-standard positions that allow the problem to be solved, despite the difficulties that arise. Almost all students have the qualities of imagination. Most of the experiment participants suggested additional ideas, options, and solutions.

It should be noted that due to the special work on the formation of creativity in the experimental group, the students of the group showed the highest and highest level of creativity. Changes in the development of creative thinking in them testify to the effectiveness of the model designed and implemented in the educational process, as well as the ability to increase the effectiveness of the development of creative abilities, creative competence in students.

### Discussion

The problem of forming the creative competence of foreign language teachers is urgent. Creative competence includes special knowledge, skills and abilities in the field of foreign language and its teaching, personal creative qualities and abilities of the teacher. It has been found that students studying in pedagogical universities

today do not have a sufficiently high level of creativity. This can be explained by the fact that the teaching process pays little attention to special creative teaching, special creative assignments and exercises.

Pedagogical creativity is the professional ability (readiness) of a teacher to organize creative activities together with the subjects of communication. In doing so, it works to find the necessary technological tools, solve problematic teaching and educational tasks, overcome negative or conflict situations, develop, promote and implement innovative educational ideas, technologies, teaching and learning programs. Ability such as creative competence demonstrates the effectiveness of a scientifically based and professionally attractive approach to an innovative approach to pedagogical activity (innovative level of pedagogical creativity).

Creation of experimental pedagogical platforms at secondary schools for the development and strengthening of innovative and creative abilities of future English teachers and their effective use during the pedagogical practice of students of higher educational institutions will serve to increase the skills and abilities, creativity of future pedagogical staff. Students-practitioners are involved in independent innovative-creative activities and are formed not only as teachers, but also as pedagogical researchers and scientists.

The solution of today's complex pedagogical problems requires the creation of a

single effective innovative-creative space for the implementation of the tasks of educating the new generation. A conceptual approach to teacher training at a new level allows future teachers to form intellectual potential, develop their creative abilities.

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