

CONDITIONS FOR THE DEVELOPMENT OF CREATIVE COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

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ANNOTATION

This article discusses the challenges of developing the creative competence of future primary school teachers.

Keywords: *competencies, category, pedagogical research, intellectual talent, creativity.*

Аннотация: *В данной статье рассматриваются все проблемы, связанные с развитием творческой компетентности будущего учителя начальных классов.*

Ключевые слова: *компоненты, категория, педагогическое исследование, интеллектуальный талант, творчество.*

THE IMPORTANCE OF THE TOPIC

Today, in the education system, Uzbekistan, like any other country, has its own goals and objectives. Improving the quality of primary education in the process of reforms in the education system in our country poses a number of challenges for primary school teachers.

Today, there is a very serious problem in primary school, such as preparing non-standard-minded graduates for further education in high school. Observations made in the framework of our study allow us to assume that a creative student can be successfully educated only by a teacher who works with a creative approach. In turn, adults, the development of the creative competence of the future primary school teacher is carried out effectively in independent educational activities based primarily and focused on a specific goal.

There are not many independent forms of education that can be used by a future primary school teacher who understands the need to develop creative competence: independent work in professional development, which is organized every 3 years, and continuous scientific and methodological work within the framework of the methodological association of teachers in the school. Interdisciplinary training is a discrete feature that includes the study of scientific psychological and pedagogical literature, open classes, master classes and exchange of experience.

Independent education is an integral part of continuing education, an active, purposeful, focused on the mastery of modern pedagogical innovations, ideas, methods and technologies that ensure the creative professional growth of the teacher, seen as a structured, value-driven, creative professional activity. Most researchers believe that teacher-independent learning is a voluntary exercise of the teacher in order to consciously improve certain professional qualities and understand it as a managed activity.

Conscious and grounded independent learning activities are a link in the teacher training system that ensures the integrity of the process. The concept of "Independent learning" is a qualitatively new category, but not a simple set of terms that are an integral part of it. It emphasizes the multifaceted nature of the concept and views it as a continuous process of self-determination, self-awareness and self-determination in professional activities.

In the dictionary of interdisciplinary terms, independent learning is based on the professional needs and interests of the teacher, and the acquisition of the necessary competencies and their continuous improvement, as well as as a form of individual creative educational activity based on educational activities aimed at the development of professionally important qualities of the teacher (an issue or problem independently (outside the

educational institution), systematic learning activities that are periodically built on the basis of systematic learning without expert advice or similar advice.

Independent education is an integral part of any other form of professional competence development and a necessary condition for the effective functioning of the system of professional development. The encyclopedia of pedagogy offers the following definition of independent education:

“Independent education is an interest in the acquisition of knowledge of a certain personal and (or) social significance, is a specially organized, independent (self-implemented) systematic learning activity aimed at meeting common cultural and professional needs and achieving professional development goals.

It is usually based on an example of systemic forms of education, but it is regulated by the subject himself. Independent learning is carried out “on its own initiative, from the definition of tasks at each stage (final) to the generalization of results, goal-oriented and systematic self-directed cognitive activity that is carried out sequentially and independently. Hence, the full development of the teacher’s personality takes place in goal-oriented and grounded independent learning activities.

The effectiveness of independent learning depends on the level of development of intellectual (mental) skills (abilities), as well as the teacher's pre-established guidelines (attitudes) to learning activities, knowledge, as well as his will and other personal qualities. The effectiveness of a teacher’s work is correlated with her successful creative independent learning activities. There are individual and group forms of independent learning, group forms help to develop the skills and abilities to conduct joint intellectual (mental) activities. Independent learning is the acquisition of knowledge through independent study without the help of a teacher.

At the same time, the concept of “independent educational activity” is not fully interpreted in scientific sources, which leads to its interpretation leading to the freedom/voluntariness of the methodological views of the authors. We have theoretically explored the various approaches available to define (express) the concept of “independent learning activity”. The data obtained show us that independent learning is a goal-oriented process of the future primary school teacher’s own creative transformation, as a specific type of creative activity, allows the educator to look at his own personal educational and development space as a unique self-organization; and in this space the educator acts as the subject of his professional formation, and in this process of formation and development the assimilation of content, the adoption of modern educational technologies, the production of individual-creative professional “style”, the author’s pedagogical system.

In short, thus, the age of the teacher does not play a significant role in the development of the creative competence of the future primary school teacher, where the teacher’s personal, physiological characteristics and teaching experience; motivation to participate in creative independent educational activities; understanding the creative component of the professional competence of a future primary school teacher as pedagogical values; readiness to constantly replenish information and change creatively (in terms of meaning, content); it is necessary to take into account the ability to purposefully reflect the pedagogical experience and create the necessary pedagogical conditions for independent educational activities that correspond to the age and individual characteristics of the development of a particular (individual) teacher.

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