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ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF DEVELOPMENT OF TEACHER'S CREATIVE COMPETENCE

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ABSTRACT

This article talks about the organizational pedagogical conditions for the development of the creative competence of the teacher working in the educational system, as well as their specific aspects in improving the quality of education.

KEYWORDS

Education, knowledge, educational subjects, competence, competence approach, pedagogical and information technologies, creativity, creative ability, intellectual qualities.

INTRODUCTION

Today, increasing the intellectual potential of teachers, enriching their outlook, developing their creative competence, and using innovative (pedagogical and informational) educational technologies in this regard is urgent. These technologies help teachers to develop competence and competence qualities, conduct large-

scale scientific research, and maintain their place in the labor market.

Ensuring the professional activities of teachers in the educational process, developing their creative competence is of great importance in improving the

quality of education. To implement a competency-based approach to education, teachers need competencies that are completely different from the methods used in teaching science. Most importantly, he will have to develop a new attitude towards his teacher. Purpose: to help teachers develop creative competence in the educational process. Its development allows to achieve success in today's modern society, in one's personal and collective life.

Accordingly, the teacher is required to have the following professional qualities:

- look at others sincerely and with interest;
- being ready to accept constructive criticism from colleagues;
- making changes to their activities accordingly;
- to have one's personal point of view on the events and social situations in the surrounding world and share opinions about them with others;
- to have a unique position and teaching style in teaching, to have aspects that are different from others;
- share your thoughts and feelings;
- competent behavior, personal responsibility for the result, curiosity, ability to argue, etc.

According to I.T. Aliev, the concept of competence means the competence acquired by a student (for example, a future teacher) in a certain field, that is, a fully formed set of certain qualities.

J.Mannopov stated that the definition of competence is similar and complements each other, while there is no single interpretation of the word competence, this concept is "a set of powers (rights and obligations) of some body or official, determined by laws, regulations, this body or other cases", "having knowledge that allows one to think about something", "a set of questions that someone is well informed about".

Teaching on the basis of scientific approaches aimed at increasing the quality of teaching-methodical provision of teacher competence, introduction of virtual forms of practical lessons, competence approaches in teaching science, practical lessons reflecting interdisciplinary connections serves to increase the quality and efficiency of education.

In order to increase the effectiveness of education, it is necessary to choose educational materials and educational technologies suitable for its goals and tasks. Only then, the teacher's basic and subject-related competencies will be effectively developed. In this process, the teacher requires regular enrichment of his professional knowledge, arming himself with information and pedagogical technologies. Because the mutual cooperation of educational subjects, which

is the basis of the content of pedagogical technology, is of crucial importance. After all, the teachers who have just arrived at the educational institution, who are just discovering this new world, feel more than others about mutual cooperation, learning, and support in this direction.

In most cases, the economy of a developed country depends on the arrival of promising scientific and technical ideas and the speed of their implementation. For this, it is necessary to increase the effectiveness of scientific research and creativity. The success of the work often depends on the qualifications of specialists, their ability to creatively solve complex scientific research, experimental design and organizational issues. The problem of formation of such specialists is mainly solved in the framework of fundamental, applied research and educational system. In the educational system, it is necessary to identify and select students interested in science, and educate them.

One of the most effective means of activating the human factor is the development of creativity in all aspects of society, in production, technology, science, education and management. Therefore, the conditions and forms of organization of solving creative problems as a team are urgent issues on the agenda. Studying the essence of creativity, if it is permissible to say, is considered a very complicated issue, because it is charged with the task of solving important

methodological issues of the study of man and nature. Sources of creativity development, biological and social, objective and subjective, individual and collective are included in these processes.

A number of scientists have conducted research on the relationship between the concepts of "Creativity" and "Creative ability", as well as on the development of students' creative abilities. D. B. Elkonin says that creativity is an ability that incorporates the elements of a whole system of interconnected abilities: imagination, fantasy, imagination.

E.P.Torrance defined the criteria of creativity, according to him: the first criterion: non-standard is synonymous with creative ability and originality, and is a broader concept of originality; the second criterion: awareness. This implies that the student understands the solution to the problem. M. G. Yaroshevskiy emphasized that creativity is creating something new. It should be understood in such a way that the imagination of the subject is renewed and the character and the products he creates and bestows are also improved. S. L. Rubinstein says: creativity is an activity that creates something new. Bringing in new things causes the creative to rise. At the same time, it leaves its mark in the history of the development of science and culture.

Creative ability is the impressionability of a person, the strength and integrity of the perception of the subject,

having extensive information about it. Also, the variability and quickness of thinking (quick, diverse, original), logical and literate reasoning, systematic actions, analysis, synthesis, creative expression, generalization and conclusion, and having one's own opinion are manifested. As soon as the rules are created, the creative person begins to create new rules based on them. It is then a puzzle to open up the activity forms, to discover forms that have never been used before.

Human creativity is considered a personal quality, and according to psychologists, it is divided into four groups: intellectual qualities: outlook, erudition, creative features of thinking (depth, breadth, volume of criticality, ability to think illogically); productivity qualities: the ability to synthesize acquired knowledge and methods, mastery of the research methodology; Qualities of volition: ability to plan one's activities and adapt to circumstances, self-control, develop ideas and bring them to a concrete result; emotional-creative qualities: intuition, imagination, fantasy.

The procedural boundaries of creative activity are as follows:

- independently transfer distant and near, internal and external knowledge systems and skills to a new situation;
- feeling new problems in traditional situations;

- imagining a new one instead of the traditional function of the object;
- taking into account alternative solutions when solving problems;
- processing previously known methods and ways of activity in solving new problems;
- abandoning old ways in order to find new ways in principle.

The development of creative competence of the teacher is considered an urgent issue in the educational process. One of the main tasks in the educational process is to prepare the future teacher to apply knowledge and skills in unexpected pedagogical situations to solve professional and everyday issues. Their creative development is achieved by developing the ability to choose the most appropriate method in pedagogical situations. In the development of creative competence of the teacher, practical and theoretical forms of education are implemented by using innovative didactic methods. As a result, the formation of a modern qualified person is achieved.

In order to create organizational and pedagogical conditions for the development of the teacher's creative competence, it is necessary to perform the following tasks:

- summarizing the obtained results and developing measures to introduce them into production;

- studying the obtained results and formalizing them at the required level;
- participation in scientific-research works conducted in the department;
- study of industry problems;
- getting acquainted with professional information, news, innovative changes, etc.

Conditions for the development of creative competence in a teacher:

- identification of personal interests;
- selection of assignments, tasks and projects;
- creating conditions for creativity;
- motivating the situation;
- approach the creative process wholeheartedly;
- display results.

Faculties and departments should cooperate in fulfilling these mechanisms and conditions. The obtained statistical data will be analyzed and the range of creativity and creative competence of the teacher will be determined. Based on the scope of his creativity and the development plan, his activities are directed, and he is involved in scientific research.

Of course, it is important to take into account the conditions created in the implementation of the above-

mentioned tasks, to take into account the interest of the teacher, not to leave the scope of his creativity. It is carried out by training teachers in the field of specialization - creative orientation, teaching them the methodological basis and experience of scientific creativity. A scientific approach to the development of their creativity and creative competence is of great importance, and learning to develop it is an urgent issue.

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