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IMPACT OF CREATIVE THINKING ON TEACHER PROFESSIONAL DEVELOPMENT

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ABSTRACT

The article describes the qualities of a teacher's creativity, its features, the factors influencing it, creative competence, and the features of creating a creative learning environment in education.

KEYWORDS

Creative competence, Creative learning environment, continuous professional development.

INTRODUCTION

Training new generation personnel with high intellectual and spiritual potential who are capable of coming up with new initiatives and ideas for the development of the state and society in the new development period of Uzbekistan; establishing a national education system capable of withstanding today's fierce global competition; creation of necessary conditions for regular improvement of professional skills and efficiency of pedagogic staff; improving the system of professional development based on the principle of "lifelong learning"; further development of the fields of education and science is defined as the main directions.

Improving the quality of higher education, improving the professional methodological training and competence of pedagogues is one of the priority directions of the implementation of the educational policy. It is the general basis of systemic changes that ensure the solution of the country's socio-economic development issues.

Continuous professional development of pedagogic personnel is important in this, and it is defined as the process of growth of the professional potential of a person throughout his life by the needs of the individual and society. The purpose of continuous

professional development is to constantly improve the professional and pedagogical skills of pedagogues in terms of their positions, specializations, and subjects they teach, their professional knowledge of advanced pedagogical and information technologies, as well as interactive methods of education. is to ensure regular updating of qualifications and skills and to regularly acquaint them with state educational standards, state educational requirements, and legislation related to the field.

The main part. Creative competence improves based on self-awareness, self-development, self-improvement of the pedagogue, and the process of analytical analysis as a unique system; concentration process; idea incubation process; ups and downs in the search for ideas, a wave process of development; includes the process of analysis and synthesis and develops in the stages of motivational-emotional, imitation, transfer of effects (connections), professional transformation, creativity. This process includes the internal, external, and instrumental motivation of the pedagogue; the availability of conditions for learning best practices; and many factors, such as the qualification of teaching humanities in the conditions of digital technologies.

The research conducted on the issues of studying creativity can be grouped into the following areas:

The first direction studies creativity in terms of created products, in which the main characteristics of creative products are considered: quantity, quality, and importance (E.P. Torrens, A.V. Brushlinsky, K. Shefer, T. Amabayl, M. Ferson, K. Taylor, D. Taylor, etc.);

in the second direction, creativity is studied as a process (V.I.Andreyev, P.Drepau, Ye.Ye.Tunik,

A.V.Moroz, Barisheva, I.S.Bekeshova, A.R.Aripjanova, M.M.Kashapov, G.A.Sukerman). Any process, including the creative process, has a beginning, duration, change, and, accordingly, some kind of end. In this case, not the creation of an objective or ideal creative product, but different stages, levels, and types of the creative thinking process are identified and analyzed;

in the third direction, creativity is analyzed as an ability (D.Simpson, E.P.Torrance, J.A.Maslow, Guildford, A.V.Brushlinsky, M.Rubinstein, E.P.Ilin, E.L.Grigorenko), development of creative abilities of different age periods, different professions and emphasis is placed on content and dynamics;

in the fourth direction, the creative process is connected with the self-activation of the individual, self-development, and attention is paid to the creativity of the self-activated individual (R.J. Hallman, K. Rodgers, N.V. Vishnyakova, D.B. Bogoyavlenskaya, I.Ye. Bryakova, A.V. Morozov, V.N. Druzhinin).

Under the influence of science and modern technologies, the rapidly changing model of the world and its corresponding social relations and educational paradigms require pedagogues to have the skills of quick adaptation to adapt to such changing conditions. Formation of these skills requires continuous professional development, identification, and development of a personal-professional education trajectory.

Continuous professional development Creating an educational environment that provides ample opportunities for continuous professional development of pedagogues; independent work on oneself by developing independent thinking skills and pedagogical skills; increase the level of competence

and develop professional skills of pedagogues based on the trajectory of individual professional development; formation of practical skills for working with advanced pedagogical and information technologies; as the main source of improving the quality of education, it means encouraging the professional development, initiative, scientific research and creative skills of pedagogues.

The main characteristics of lifelong learning are unlimited learning, agility, the latest technology, self-management, immediate implementation, comprehensiveness, dynamism, data sharing, rapid processing, and data-driven decision-making. is important in fulfilling requirements such as acceptance.

creativity is distinguished not only by the achieved result but also by a person's self-activation, openness to news, setting creative goals, and spending little effort and time on self-development. The author distinguishes aspects such as creative environment, creative process, creative person, and creative product.

In his studies, psychologist D. Weksler explained creative thinking as the process of developing several solutions to a single problem or issue at the same time, differentiating creative thinking from stereotyped, templated, boring thinking, the uniqueness, uniqueness like events, events and processes. emphasizes that it helps to understand the qualities.

To form and develop creative thinking in pedagogical and psychological research, in the education of a person, starting from childhood, he should feel that his opinion is important and has his place in the community; abandon dogmatic views formed in

society; it is emphasized that more emphasis should be placed on the use of democratic methods than autocratic methods in the management process.

Forms of thinking in the creative process consist of concepts, judgments, and conclusions, and it perform two tasks - understanding and explanation. The characteristic of creative thinking is manifested in a person's ability to pose problems, issues, and questions arising from them. Creativity is connected with setting and solving a problem, the emergence of a problem, and its characteristics (comprehensiveness, novelty, comprehensiveness, depth, etc.) are determined by previous knowledge, the social and epistemological (knowledge) needs of people. That is, express thoughts and problems clearly and clearly; truthfulness of judgments and opinions; compliance of the applied means and methods with the purpose and result of the issue; the requirement of consistency must be met in turning the problem into issues and tasks; there must be a reliable way to check the result.

Another important feature of creative thinking is the creation and promotion of non-standard ideas. From a philosophical point of view, an idea is a form of knowledge that is formed intuitively (accidentally), is understood mentally, forms the basis of scientific hypotheses and theories, and provides an opportunity to pose a problem, summarize experimental data, and understand a complex problem situation. The main task of an idea is to explain and help to understand the properties of the studied object, phenomenon, or process, and it is born in the human psyche as a new way of thinking.

In terms of emergence, an idea is a product of creative thinking. Any new idea, hypothesis, problem setting, and solution is created in the form of a creative idea.

Creativity takes thinking away from the usual way of thinking in unconventional ways that are more interesting, so original decisions arise in human thinking. Original and non-traditional decisions are the driving force of modern societies towards progress, development, and economic improvement.

Creative thinking gives features such as freedom, liberation, inspiration, and creativity to the process of work and activity. So, intelligence is the mental potential of a person, and creativity is the ability to freely use this mental potential in a goal-oriented manner. That is, intellectuality is the initial stage of forming the professional potential of pedagogues, preparing them to work in modern society, and creative thinking is finding new solutions to existing problems through intellectual potential.

The creative thinking of pedagogues of the social and humanitarian direction means the selection and development of completely new methods, ways, and tools that are goal-oriented, unknown until now, or have not been traditionally put into practice. In the teaching of social and humanitarian sciences, it is usually required to analyze large business structures, analyze the thoughts and views of dozens and hundreds of creative thinking people, generalize, plan, study, and bring them to a common solution. Therefore, it is emphasized that the concept of creative thinking in the social and humanitarian sciences was promoted as the thinking of corporate interests and motivated the creation of large business structures.

Creative thinking is the non-traditional thinking ability and thinking of a person, which was formed during the period of industrial and post-industrial development of societies, scientific and technical revolutions, and rapid

growth, and serves to enrich the new stages of modern technical development with human resources.

Creative thinking is not an ordinary thinking ability, the ability to behave, which is especially gifted only to some people. Creative thinking - leadership of the mind, commitment to the work task and field, flexibility of thinking, unconventionality, quick decision-making, not being afraid to accept non-standard solutions, training to see and understand the perspective in all directions of the mind, thinking, and mind. Is a pedagogical process that depends on the purposeful training and formation of features such as the ability to forecast.

CONCLUSION

Compliance of the content of continuous professional development education with society, science, culture, and personality; the integrity of certain procedural aspects of teaching; uniformity of the structure of educational content at different levels; humanization of educational content; the validity of the educational content; compliance of the main components of the educational content with the structure of the internal (basic) culture of the person; it should be based on andragogic principles such as directing education to the professional and personal development of the individual, creatively developing education being based on the concept.

By the continuity of official (direct), informal (alternative), and informal (independent education) forms of professional development and the characteristics of their didactic system, continuous professional development of creative competence of social and humanitarian pedagogues, - should be

implemented based on creating an environment of self-development and learning by doing.

In the process of continuous professional development, it is necessary to provide organizational, content-related, technological, and reflexive conditions to eliminate psycho-physiological factors and social obstacles in the development of creative competence of socio-humanitarian pedagogues.

Continuous professional development is a process of lifelong growth of a person's professional potential by the needs of the individual and society, to define and develop a personal-professional education trajectory, to create an educational environment that provides ample opportunities for continuous professional development; it is important to develop creative thinking skills.

"Pedagogical model of improving the creative competence of social and humanitarian pedagogues in the process of continuous professional development" developed based on the requirements of adequacy, accuracy, universality in the formal, informal, and informal educational environment, design of the teacher's personal-professional education trajectory and information space, ensure the implementation of direct and indirect forms of continuous professional development based on the principles of variation and complementarity.

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