

JournalNX

A Multidisciplinary Peer Reviewed Journal

Research for Revolution

ISSN No-2581 – 4230

Impact Factor-5.785

CERTIFICATE OF PUBLICATION

**This is to certify that paper ID 20150977, entitled
PREPARING FUTURE TEACHERS IN A CREATIVE APPROACH
FOR TEACHING**

Authored by

DJUMAEVA MEKHRIBON ABDUVOKHITOVNA

Is Published Online in Volume-6, Issue- 5, May - 2020

**This Paper has been Evaluated in Terms of Technical Contents and Originality
by Reviewer Panel and Found up to Required Standard.**



Managing Editor

JournalNX

journalnx.com

editor@journalnx.com

PREPARING FUTURE TEACHERS IN A CREATIVE APPROACH FOR TEACHING

DJUMAEVA MEKHRIBON ABDUVOKHITOVNA

Basic doctoral student of the department "Pedagogy" of Bukhara State University, Uzbekistan

ABSTRACT:

The higher education system is focused on the development of creative abilities, minds and skills of future teachers, the formation of a creative approach to their profession, the role of independent research in the organization of the pedagogical process.

KEYWORDS: education, creative approach, pedagogical training, future teacher, self-study, skill, independent thinking, stage.

INTRODUCTION:

Today, as in all sectors of the economy, radical changes in the education system are yielding positive results. In particular, the Government of the Republic of Uzbekistan pays great attention to training personnel in the educational system, able to think independently and creatively, with inquisitive and enterprising skills.

In a free society, thinking develops, and the development of thought is the key to a strong society.

The training of modern specialists in the higher education system contributes to the development of creative abilities, minds and skills of future teachers, their interest and responsibility in their profession, the formation and growth of independent research skills.

Most of all, not only a good education is required, but also his alertness and dedication. Today, a person must be formed not only through explanations and demonstrations, but also through independent actions and practical influences.

In addition, the educational process in preschool institutions should be aimed at the

full development of the future specialist's skills of independent learning and study.

One of the main tasks of higher education in the modern world is to achieve universal knowledge beyond geographical and political boundaries, mutual knowledge and interaction of cultures. Knowledge of professionally oriented special subjects allows you to expand the professional competence of a future specialist, opens access to resources of world significance, makes it competitive not only nationally, but also globally. Creativity as a key component of the modern era is characterized by the creation of new ideas, rather than the appropriation of information.

However, up to the present, there is a contradiction between the declaration of the importance of developing the creativity of future teachers and the dominance of the reproductive style of interaction between the teacher and the student in the educational process of the university. The use of a creative approach to the learning process allows you to most effectively activate the most important human resource. With creative-value interaction, the individual characteristics and creative abilities of each subject of the educational process are most fully revealed, and collective activity is enriched by mutual values, knowledge and experience, which leads to the creation of a creative product.

The range of creative activities with the potential for training a professionally-oriented special subject is quite wide. Observance of certain principles (the principle of changes, randomness, associations, information extraction, etc.) and the creation of certain conditions contribute to the effective

implementation of a creative approach in teaching a special subject.

The above ideas and problems have revealed the need for effective organization of the educational process through the formation and development of a creative approach to pedagogical activity among university graduates, the use of active learning methods in the educational process.

The solution to these problems is the solution of the following tasks:

- scientific and theoretical study of the development of creative approaches to the pedagogical process and the formation of creative activity of future teachers;

- Analysis of the possibilities of future teachers to develop a creative approach to the pedagogical process;

- To study the features of the formation of a creative approach of future teachers to the pedagogical process;

- To study the content and methods of organizing and conducting classes aimed at developing a creative approach of future teachers to the pedagogical process;

- To study the methods of forming a creative approach of future teachers to the pedagogical process.

Currently, the main goal is to create and improve conditions for preschool education, as well as preparing future teachers for pedagogical activity, taking into account their interests, needs, regional characteristics and production needs.

Currently, the role of teachers in the educational process is changing: their activity in the educational process is declining. It became a requirement of the time for the teacher to participate only in the organization of the educational process and in the independent study of students as a facilitator and consultant.

Constant and rapidly changing technologies and knowledge updates require

the ability to adapt to modern conditions and strive for new knowledge. For this, future teachers need to be trained to independently master new knowledge. Given the requirements and problems of this period, in the early stages of our research, we sought to explore and reflect on concepts such as independent learning, independence, and creative activity.

Independence is the ability of a person to transform beliefs through judgment and understanding of judgments and conclusions that arise when acquiring knowledge. Although the above ideas are similar in content, each has its own approach. In our opinion, independence is the result of an independent and creative student activity aimed at solving a problem or task. Of course, it should be noted that the textbooks should also serve for future study of the material by future teachers.

In this regard, the training material should be described in the light of the pedagogical and psychological laws of knowledge acquisition. The created textbooks should stimulate the movement of the future teacher in different ways, so that the future teacher can control the learned material, focus on the problems and urgent problems of a particular subject. Textbooks should be a tool for critical thinking. The fact that each scientific lecture is taught in a problematic manner on a critical basis increases the interest of future teachers in teaching, as well as in critical reading literature, which seeks to strengthen its point of view on the basis of a number of ideas. They seek to communicate with the teacher of the post, find ways to express their opinion. This means that the future teacher will increase his knowledge based on critical thinking and demonstrate the ability to think in any situation.

When solving the problem of training a specialist in the higher education system, it should be borne in mind that information

about the teaching material is not transmitted, but is offered to the future teacher, and knowledge is acquired by the future teacher independently. The ability of a future teacher to work independently and think creatively is formed in the process of overcoming learning difficulties.

According to foreign researchers, the main task of higher education institutions should be to create opportunities for future teachers to think independently, pursue goals, develop individual and group work and creative abilities, as well as opportunities for out-of-school education.

Only an effectively organized educational process will allow a future teacher to develop the ability to independently solve educational problems and creatively solve problems arising from the studied knowledge.

That is why we must clearly represent the mission and purpose, place and role of modern education today.

Recently, there has been a sharp increase in public interest in the development of individual creativity. On a global scale, numerous attempts are being made to implement programs to develop personality creativity at all levels of the educational system. Education plays an important role in the development of the creative and cultural potential of any state.

The creative class makes a huge contribution to the welfare of the country, the growth of the economy and national identity. As a result of our study, it was revealed that the creative-value interaction "teacher-student" stimulates students to actively learn, which contributes to the development of their creativity, regardless of the discipline taught.

Russian scientists V.V. Morozem and N.S. Sakharovo, the following factors were established for the successful development of creativity of university students in the process of creative-value interaction between teacher

and student. Firstly, a model of creative behavior, a model of which is a teacher. Secondly, the teacher's true value attitude to the creative abilities of students. A creative teacher seeks to teach creative and critical thinking skills, features and stages of the creative process, as well as create an enabling environment for the development of creativity.

Thirdly, creativity is more productive in the team, and the more diverse and versatile the team members are, the more interesting and original ideas will appear. As our study showed, the result of creative-value interaction "teacher-student" is a professional and moral enrichment of the personality, actualization of achievement motives, development of students' creativity and qualifications.

They confirmed that students transfer creativity to their life after graduation, embodying their creative ideas, and opening up new opportunities.

We tried to shed light on the essence of the concepts of "independent learning" and "independent work" in the modern educational process, as well as in pedagogical literature and research. Sometimes the concepts of self-study are confused. Independent training can be carried out outside the formal educational process, which means that you can independently study and learn at home on the basis of materials for independent study, without attending any particular educational institution.

The principle of awareness and activity of future teachers implies the organization of training in such a way that future teachers consciously and actively acquire scientific knowledge and methods of their application in practice, develop creative initiative and independence, thinking, and speech in pedagogical activity.

Independent learning means that future teachers are guaranteed to achieve their learning goals, and also work independently to

effectively learn teaching materials as part of academic programs.

Teachers, on the other hand, should encourage and guide future teachers in their quest for self-study. Does the future teacher work more efficiently on their own; or likes to work with a group of several people; spends time in the library; or is it easier for him to use the available e-learning resources on the Internet - both the teacher and the future teacher should know how it is better, more efficient and more convenient to organize independent work.

The essence of independent learning is that the source of knowledge of future teachers should not only be the knowledge that the teacher teaches in the classroom. In the context of self-study, the future teacher should be able to understand the teaching material and act in accordance with it, and the teacher, in turn, should deepen the students' research skills and the material transmitted. They should be encouraged and sent to seek additional information for mastery.

Independent training - the goals, principles and content of training should be appropriate and without external interference.

Self-study determines the independence of the teacher and the professional activities of the future teacher. These qualities are reflected in the understanding of the material and in the critical assessment of the current situation.

A person's independence is the unity of his or her characteristics, such as ability, activity to think and effort to achieve a goal.

Didactic and pedagogical principles are important in self-education. Currently, due to the effective organization of independent training of the future teacher, this encourages the future teacher to engage in creative activities and, therefore, their independent research.

Every future modern specialist should be ready for independent study and training so

that he not only knows the existing methods and technologies, but also masters new methods and technologies in a very short time and effectively.

It should be noted that the formation and development of creativity in the future teacher is also a separate pedagogical task, which requires the development of special methodologies to solve this problem.

The formation and development of creative activity is a problem that can be solved step by step. Individual activity is formed and developed under the influence of various, that is, educational, scientific, industrial, creative activities.

This, in turn, is associated with specific mental work, which requires that the imagination be clearly expressed in calculations, drawings, sketches, decorations, etc., solutions found by the active functioning of the human brain. In the process of creativity, not only something new is created, but also the original features of a person. Therefore, creative activity is an important factor in the formation of creative qualities and personal qualities.

Creativity in all areas is a hallmark of the result of labor, its novelty and social significance.

In the pedagogical encyclopedia, the technical creativity of future teachers is a type of activity in which technical objects are created with useful and important features of innovation. An individual approach to technical creativity allows you to implement one of the most important principles of training - the development of skills for a high level of complex creative activity. Therefore, this approach demonstrates the spiritual strength of the future teacher and creates real conditions for all future teachers involved in independent creative work, including the most vacant future teachers, to master knowledge and profession.

In the pedagogical encyclopedia, the technical creativity of future teachers is a type of activity in which technical objects are created with useful and important features of innovation.

An individual approach to technical creativity allows you to implement one of the most important principles of training - the development of skills for a high level of complex creative activity. Therefore, this approach demonstrates the spiritual strength of the future teacher and creates real conditions for all future teachers involved in independent creative work, including the most vacant future teachers, to master knowledge and profession.

Thus, the teacher has always been considered the "owner" of knowledge. If we look at the history of the origin of instruction, we will see that the writing and reproduction of books, which are the root of the teaching profession, dates back to a very early period. In the past, books were so rare and unique that only a small group of people used them. These people were smart, they knew how to read and told others what they read in books.

Creative thinking is a person's ability to solve various problems related to processes, events and events around him in different ways. It is impossible to form creative abilities just remembering scientific formulas, theorems and definitions.

The development of creative thinking is a process that occurs through an individual approach to each student.

According to the Uzbek educator U. Sodikov, one of the most important ways to develop creative thinking is to attract future teachers to solve the following non-traditional tasks at different levels, teaching them how to find unique and original solutions:

- Problems with insufficient initial data;
- Problems with redundant information;

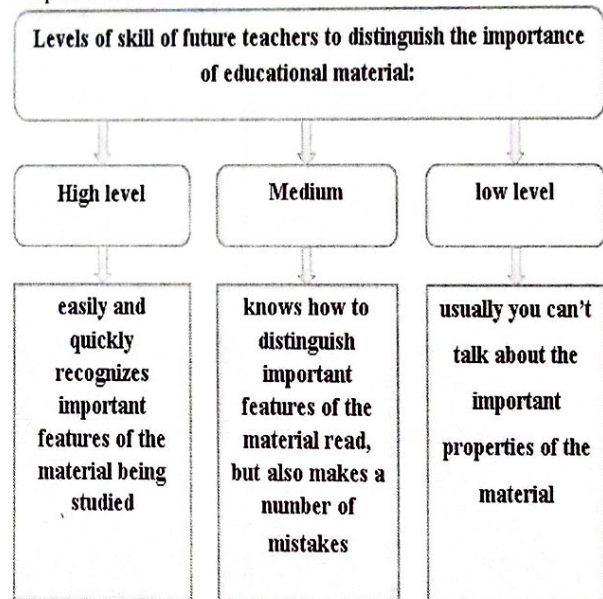
- Problems with conflicting or incorrect information;

- Questions with vague questions;
- Problems with limited time to solve.

Grouping non-traditional issues at such different levels involves taking into account the psychological and creative abilities of future teachers.

Divides the skills to distinguish the most important of the general educational material at high, medium and low levels to determine the skills of independent and creative thinking of future teachers.

The following diagram shows the skill levels of future teachers to distinguish the importance of educational material:



Analysis of research and practical experience show that one of the main directions of development of independent and creative work of future teachers in the lessons is the development and implementation of solving problems and creative tasks. The skills of independent and creative thinking of future teachers can be divided into 3 levels:

1. The future teacher is looking for ways to solve the problem, complete tasks, independent thinking.

2. The future teacher independently performs the task or does not have a creative approach. He solves problems independently, but does not control the accuracy of the results. You can fix similar problems.

3. Seeks to use ready-made solutions to the problem. He asks for help when he has problems. There is no ability to independently solve a problem or task.

In his opinion, the development of independent and creative activities of future teachers at these levels requires an individual approach to each of them. Today, in addition to the formation of the necessary knowledge, skills and abilities of future university teachers, familiarization with the achievements of science and technology and the fundamentals of science, they also certainly develop the ability to independently apply their knowledge in certain practical situations.

REFERENCE:

- 1) Moroz VV. "A creative approach to teaching a professionally oriented foreign language." Journal Bulletin of the Orenburg State University. Russia, 2017. P.-15.
- 2) Moroz VV, Sakharova N.S. "The development of students' creativity in the process of creative-value interaction "teacher - student"". Journal Bulletin of the Orenburg State University. Russia, 2018. Page 61-64.
- 3) Tukhtaeva Z.Sh., Saidova Kh.Kh. "Innovative forms of education in Uzbekistan." International journal of innovations in engineering research and technology. IJIERT. Volume 7, ISSUE 4, Apr. - 2020, Pages: 258-261.