

## **STRUCTURING THE PROFESSIONAL CREATIVITY QUALITIES OF FUTURE PRIMARY EDUCATION TEACHERS**

**Keldiyorova Manzura Gaybullaevna**

Lecturer at the Pedagogical Institute of Karshi State University

**Annotation.** The article discusses the pedagogical and psychological conditions for the development of professional and pedagogical creativity of teachers of primary education, the formation of creative qualities for the effective implementation of their professional activities, the existence of great pedagogical and psychological opportunities for the formation and development of creative qualities, theoretical research and practical. The importance of the correct organization of activities, the versatility of the organization of professional creativity of future primary school teachers, as well as the complexity of the structure are interpreted.

**Key words:** education, process, quality, result, creativity, ability, impact, change, composition.

Training, professional and creative formation of primary education teachers who fully meet the requirements of the ongoing reforms in the country, are competitive in the manufacturing sector, able to adapt to sharp changes, as well as effective in meeting the requirements of teachers in the labor market.

There are huge pedagogical and psychological opportunities in the formation and development of creative qualities of the individual, in the realization of which the correct organization of theoretical research and practical activities is crucial. In this regard, the organization of professional creativity of future primary school teachers has a special place due to its versatility and complex structure.

Educating future primary school teachers in the spirit of their chosen profession and love of work, enriching their spirituality and professional culture depends in many ways on the qualities of professional creativity formed in the teacher. Leading any kind of creativity, especially professional-oriented creativity, requires excellent professional knowledge and skills from the teacher.

The study of creativity has allowed to identify optimal forms of organization and management of creative processes in order to develop independent learning and creative individuality in relation to modeling the creative process in innovative practice (it is in creative activity that a person's creative potential develops). The complexity that arises here is determined by the better organization and management of creative collaborative activities, because it also forms indirect processes of conscious creative individuality.

In pedagogy, pedagogical creativity is manifested as a dynamic phenomenon, a complex open system, a personal life program. In choosing a reproductive method of pedagogical activity and creativity, a modern creative teacher not only realizes himself, his life goals, he changes himself qualitatively, overcomes psychological barriers, seeks opportunities to develop professionally important qualities, develops his own pedagogical concept [1]. In general, the pedagogical activity of the teacher is characterized by, firstly, innovation-oriented, and secondly, self-orientation as an individual in the process of creative activity.

The study of creativity has allowed to identify optimal forms of organization and management of creative processes in order to develop independent learning and creative individuality in relation to modeling the creative process in innovative practice (it is in creative activity that a person's creative potential develops). The complexity that arises here is determined by the better organization and management of creative collaboration, as it also forms the processes of conscious creative individuality that are not directly understood. It has been proved that the abilities required in one form or another of labor arise in the course of work and activity. Creativity is the activity of man to create material and spiritual blessings. Creation is first born in the human imagination, then research, analysis, observations, experiments, logical conclusions, hypotheses are made, and experiments are tested on relevant issues.

Creativity is a conscious, purposeful activity of a person aimed at knowing and changing existence, as a result of which new, original, previously non-existent objects are created to improve the material and spiritual life of society, and so on.

Scientific articles on professional competence issues published by various authors note that creative research is one of the most basic qualities. In this study, a special emphasis is placed on the issue of creativity in the professional competence of the specialist, which implies the development of professional and pedagogical creativity in the specialist [3].

When thinking about professional and pedagogical creativity, it is first necessary to thoroughly analyze the essence of creativity. The study of the essence of creativity is, so to speak, a very complex task, as it is tasked with solving important methodological problems in the study of man and nature. Sources of creativity development include biological and social, objective and subjective, individual and community interactions, and these processes.

According to M.G.Yarshevsky, creativity means creating something new. It should be understood as "the subject's perceptions are renewed and his behavior, as well as the products he creates and presents, are improved" [8]. These characters can be observed in the work of many artists in one form or another. In our opinion, S.L.Rubenstein's views on the definition of creativity are clearly and succinctly stated: "Creativity is a kind of innovative activity. It brings innovation to the history of creative growth. At the same time, it leaves its mark on the history of science and culture" [2].

Creativity "reshaping" means creating a new form using the elements of the existing form. "Reshaping" creativity involves discovering a new form that resembles a previously known form. Creativity "transition from one form to another" - in the process of which a new pattern of rules, a sketch, a new type of certain structures emerges. Newly created shapes are not new interpretations of old shapes. As soon as the rules are created, the creative person begins to work on creating new rules, relying on them. After that, opening up activity forms is a daunting task to discover forms that have never been used before. A systematic approach to the creative process requires the study of three-dimensional content and their interdependence. They consist of objects and events, social and personal belonging:

1) The composition of things and events is heuristics, the spiritual "fabric" that creates a new image of the thing, then it turns into a scientific text and emerges as new ideas, theories and discoveries. It consists of heuristics: analogies, metaphors, comparisons, models, which usually form the content of thinking and have a visual form.

2) social structure - such creativity is seen as a cognitive-diological "initial activity". Thus, opponents, alternatives also contribute to the development of creative processes.

3) personality structure - it consists of personal aspirations, intrinsic desires and special qualities of the subject of creativity, new characters, changes that occur in the continuous organization of creative processes [4].

Sh.Sharipov described invention as "a type of creative activity aimed at developing a new technical solution, patented by the relevant authorities, and ingenuity is a general description of the process in relation to the creative qualities of the individual, such as intelligence, ingenuity, independent and critical thinking."

In pedagogy, the science of psychology is of great importance in the development of the basics of the theory of creativity, the study of the laws of creative processes in the types of activities [6]. Human creativity is a quality of personality and is divided into four groups:

-intellectual qualities: worldview, erudition, creative features of thinking (depth, breadth, volume of critical thinking, non-logical thinking);

-productive qualities: the ability to synthesize the acquired knowledge and methods, mastery of research methodology;

- qualities of willpower: ability to plan and adapt their activities to the conditions, self-control, the ability to develop ideas and achieve concrete results;

-emotional and creative qualities: intuition, imagination, fantasy [7].

The boundaries of the qualities of creative people cannot be measured, it is impossible to speak about them without understanding the nature of this activity, without knowing its similar qualities, more precisely, without



studying the processes of its creative activity. In this regard, the researcher distinguishes the procedural boundaries of creative activity:

- independently transfers long and short, internal and external knowledge system and skills to a new situation;
- feels new problems in traditional situations;
- the object imagines a new one instead of the traditional function;
- takes into account alternative solutions to problems;
- reworks previously known methods and ways of solving new problems;
- abandons outdated ways in order to find fundamentally new ways.

One of the effective resources that activates the human factor is the development of creativity in production, technology, science, education and management in all spheres of society. Therefore, the conditions and forms of organization, the problems of solving creative problems as a team are topical issues on the agenda. The success of the formation of systematic creative thinking in vocational education processes often seems to depend on the level of formation of the basic elements of creative thinking and promotes the idea that it begins in the early stages of personality formation. Such elements include: the ability to analyze, generalize, compare, know the relationship between cause and effect, critical thinking and debate, predict the course of events, approach any system or object from the past, present and future, actions typing algorithms, amplifying new ideas, and displaying solutions in the form of a graphical image.

A creative person is a person who has a powerful power to express himself, but:

- first, it mobilizes energy to create innovation;
- secondly, it can curb the volcano that has formed in the psyche [9].

A creative person has a thirst for creativity. He knows how to work hard to make it happen.

Based on the above, in the formation of professional and pedagogical creativity of the specialist should develop both procedural and personal creative qualities.

Thus, the professional and pedagogical creativity of a specialist is a complex structure of the individual, which determines his activities and is a complex of universal, professional knowledge, skills, abilities, professional creative approach, social orientation of the individual, in general, the effectiveness of professional tasks.

In essence, the professional and pedagogical creativity of a specialist consists of the following knowledge:

1. Functional - knowledge of the systems of organization of various disciplines.
2. Practical knowledge of the movement - methodological and technological, as well as personal knowledge.

As a result, the professional, communicative skills and abilities of the specialist are formed, there are opportunities to positively solve design, experimental and technological tasks.

The following personal qualities are necessary for a person to perform his / her professional activity: creativity, technical thinking, self-confidence, continuous improvement of his / her professional skills, ability to manage processes with emotional determination, results of competence.

In order to prepare the teaching staff for primary education in higher education to lead the creative activities of students, first of all, it is necessary to determine its strategy. This strategic system includes:

- Always draw students' attention to the universality of the method used to solve the problem. As a result, students become accustomed to looking for new laws and solutions by applying the method used in the classroom to a particular situation;
- Teaching students creative methods is not seen as a goal of the lesson, but as a new way, an opportunity to more effectively solve the task set in the lesson. Tasks aimed at finding a solution to the problem involve analyzing the structure of the system under study and the processes within it. Therefore, the correct definition of the expected goal of solving the problem and the tasks in its implementation will benefit more than the efforts to solve the problem immediately;

- New ideas, which students can draw their own conclusions, are the main "product" of creative lessons. However, finding a new solution to the problem alone should not be the last stage of creative activity. The fact that students learn to "finish" their ideas, that is, to acquire certain skills to try, justify and implement a new solution, creates the necessary basis for raising creativity from the level of "imagination" to the practical level. Another important aspect of this review is that it prepares the ground for ensuring a high level of activity

<https://conferencea.org>

in the future professional activities of students and, ultimately, for educating future scientists who will conduct in-depth research in various fields of science;

- An important aspect of creativity is the collection, analysis and interpretation of information, without which any method of creativity loses its relevance. In developing students' initial skills in working with information, it is possible to use a wide range of methods to engage them in the collection, sorting and systematization of Internet materials, photographs, scientific and popular articles;

- A very important issue in the scope of classes in educational institutions, which goes beyond lessons and extracurricular activities - is the development of creative qualities of the individual.

In short, the thorough mastery of the methods of organizing professional creativity by future teachers, along with the methods of vocational education, provides the creation of the necessary methodological framework for ensuring the quality of vocational education.

#### References:

1. Rakhimov Z.T. Development of professional competence of educator. European Journal of Research and Reflection in Educational Sciences Vol. 7 No. 10, 2019. P. 99-106.
2. Рубинштейн С.Л. Основы общей психологии. – СПб.: Питер, 2006. С. 713.
3. Рахимов З.Т. Педагогическое мастерство как необходимый фактор в образовательном процессе. Журнал Среднее профессиональное образование № 9. 2019 г. С. 49-51.
4. Рахимов З.Т. Способы управления настроением и психическим состоянием педагога в процессе обучения. Издательство «Проблемы науки» журнал “Вестник науки образования”, 2020. № 6 (84). часть 1. С. 66-69.
5. Рахимов З.Т. Педагогическая техника как составная часть педагогического мастерства. Научно-методический журнал «Проблемы педагогики» Издательство «Проблемы науки». № 2 (47), 2020. С. 89-92.
6. Теплов Б.М. Труды по психофизиологии индивидуальных различий. 2004. С. 450.
7. Шарипов Ш.С. Ўқувчилар касбий ижодкорлиги узвийлигини таъминлашнинг назарияси ва амалиёти. Пед. фан. докт. ... дисс. – Т., 2012. Б. 264.
8. Ярашевский М.Т. Основы теоретической психологии. 1998. С. 528.
9. Drapeau Patti. Sparking student creativity (practical ways to promote innovative thinking and problem solving). – Alexandria – Virginia, USA: ASCD, 2014. – P. 14.