



## Social Pedagogical Issues of Creative Competence of Future Teachers

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**Annotation:** The problem of enhancing the creative activity of teachers and future teachers is one of the most urgent problems of the theory of pedagogy. This article talks about the socio-pedagogical problems of the creative competence of future teachers.

**Keywords:** State educational standard, personality, moral culture, morality, culture, pedagogical and psychological features, higher education, non-standard methods, teacher, student, cultural outlook.

**Introduction:** The problem of activating the creative activity of teachers and future teachers is one of the most urgent issues in the theory of teaching. The state educational standards stipulate the need to create conditions for developing the creative potential of a student, realizing his potential and opportunities, and preserving his individuality, regardless of the level of preparation.

We analyzed the documents regulating the activities of educational institutions. The results of this analysis showed that the competency-based approach to creating a quality education system in Uzbekistan and abroad is the main goal. In recent years, it has become the main subject of debates and researches in the field of pedagogy as the idea of competence of the indispensable professional characteristics of a modern person formed in the educational system. The theoretical foundations based on the competence approach are being discussed and developed in the science of our country and abroad, in particular, its conceptual apparatus and the limits of its application are clarified. At the same time, it is possible to single out a certain well-developed and well-established conceptual core that is observed in accordance with a consensus in the scientific-pedagogical community today.

Currently, according to many foreign experts, it is important to ensure the quality of the innovative process of higher education by becoming interested in the evaluation of competencies based on the competency approach.

Therefore, the competence was applied and evaluated based on the process of mastering knowledge, skills and abilities in professional activities through the professional training of specialists. The partial stage of this activity is proportional to the qualification requirements for professional, social, psychological and pedagogical training stages based on the characteristics of each person.

Professional competence can be defined as a complex feature describing the ability of an employee to update knowledge gained during the performance of professional duties and to be able to use them when necessary. Competence is manifested in activity and acquired. Creative competence: an integral feature of a professional as a subject of activity; it is emphasized through the systematic manifestation of knowledge, skills, experiences, abilities and personal qualities that allow to successfully solve the tasks of professional activity.

To understand the problem of creative competence, it is necessary to analyze the components of the categories "creativity" and "competence". In this, the ways of interdependence of personality and creativity, turning education and pedagogy into a creative environment that gathers various ideas of humanist philosophy is of great importance.



N.A. Muslimov, focusing on the etymological analysis of the concepts of competence and competence within the framework of his research, says: competence is the student's acquisition of knowledge, skills and abilities necessary for the implementation of personal and socially significant didactic activities and their use in didactic activities. is the result of the ability to apply.

According to B. Kh. Khodzhaev, "competence serves to integrate the student's self-development efforts to master new personal experience." N.A. Muslimov emphasizes that competence is not the acquisition of separate knowledge and skills, but the acquisition of integrative knowledge and actions in each independent direction.

In the scientific literature, there are different views on the definition of the concepts of "competence" and "competence". F. Delamare and J. Winterton describe competence as standard behavior, behavior required by a certain activity, competence as the level of compliance with this requirement, that is, the final result of demonstrating competence. creative ability is widely studied in pedagogy, and in this research work, concepts of personality, ability, creativity, creative ability, teacher's creative ability were studied.

Although the concepts of "creativity" and "scientific creativity" are studied as a scientific category in the literature, a general approach to the study of this issue has not yet been formed.

M.Abdullaeva, K.Tulenova, L.Qurbonova and others have carried out certain studies on the problem of creativity, scientific creativity, scientific-creative thinking, rationality and irrationality in the creative process. However, in their scientific works, different views were expressed, and creative activity was not studied as a complex phenomenon.

Creativity in a broad sense means the active, consistent influence of the subject (individual, social class, society) on the object (the whole environment or its more or less isolated, separate part). In the process of this influence, the subject changes the environment around him, creates or discovers something new, unknown, unexplored, strange and attractive. During the creative process, a person changes the world and discovers himself as a creator. Creativity realizes the creativity and creative potential of a person. A person creates something new through creativity, poses and solves various problems, finds their own solutions, and sometimes approaches and methods to such solutions. The originality and uniqueness of a researcher, creator, scientist person is manifested in creative activity.

Creativity - creation, discovery; to create 1) Creation of artistic, scientific, artistic work or material wealth.

2) product, result of creative activity.

According to the definition of Abu Nasr Farabi, "Creativity is such a great quality in the process of knowing that a person must use all his other qualities to acquire it."

Creativity is a type of activity that creates material and spiritual wealth as a result of this activity. Creativity requires a person to have the ability, motivation, knowledge and skills to create products that are distinguished by their originality, uniqueness and novelty.

In order to achieve a high-quality educational result, it is necessary to use the experience of pedagogical teams to help develop the creative abilities of participants in the educational process through the educational and educational environment of the educational institution. Today, there is a need to organize goal-oriented work to create such an environment that supports the development of a creative person, which includes the ability to apply non-standard knowledge. Creativity includes two interrelationships: firstly, creativity is the activity of creating spiritual and material values in the social significance of a person, and secondly, the process of achieving results, the process of realizing and confirming individual, psychological, intellectual forces and creative



abilities. means its development through. We believe that pedagogical activity includes both aspects and is a creative activity, because acting according to his inclinations, independently solving his problems, creating and changing the conditions of the educational process, the teacher at the same time, it changes itself and its activities in parallel. The teacher's creative activity is considered as a specific system of expressing his personality, professional and personal qualities, as a result, the teacher shows himself as a person and a professional.

In our explanation of the philosophical, psychological, pedagogical processes of creative activity, other aspects are distinguished. In philosophical and psychological research, creativity is the result of activity in the creation of personal terms, creative processes, and innovation, as the connection of activity with activation for self-development. Philosophical literature, especially in research reports on creative activity, pays great attention to the study of the subjective foundations of creativity and, first of all, to the development of the issue of human essence forces. Due to the development and implementation of these forces, it will be possible to carry out creative activities. Many models of the creative process, from the emergence of the "bud" of an idea to its unpredictable maturation and birth, have appeared, and their study has enriched our research. Graham Wallace divided creativity into stages of preparation, maturation, reflection, clarification, and verification. These phases of creative activity define the task; creative work that is constantly unconscious; the moment of transferring the found unconscious result to consciousness; represents the main sequence of conscious scrutiny. In psychology, researchers distinguish the following stages of creativity: understanding the moment when the problem arises; gathering forces, searching for information; the solution to the problem; checking the solution, developing a well-thought-out plan in detail; implementation, checking the solution through practice tools.

### Summary:

So, creative competence is formed in the process of professional education; used to describe the final result of education; it means a personal quality formed in the spheres of motivational, cognitive, value, personal activity, including minimal experience in professional activity in a given field.

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