



Creative Competence in the Structure of Professional Activity of a Teacher

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Annotation: Creative competence has not been studied so far, but there are studies that are “nearby”, around this issue. Comparing the lists of professional competencies of a teacher identified by various researchers, and considerations about the relationship between the concepts of "competence" and "creative competence" in relation to pedagogical activity will be enlighten in of this article. The creative competence of teachers has such characteristics as openness to innovations and new technologies in the professional sphere; the ability and willingness to share creative professional experience and learn from the experience of colleagues; striving for self-development and creative realization in the profession; attention to the creative abilities of students and pupils; flexibility and ability to respond creatively in the process of interaction with the subjects of the educational process. To organize the study of the creative competence of a teacher, to solve practical problems in its formation, it is necessary to clearly understand the requirements and limitations of this approach, its specificity in comparison with other scientific approaches developed in pedagogy and psychology.

Keywords: creative competence, researchers, considerations, educational process..

Introduction.

Today, at a time when the foundation of the third Renaissance is being laid, the issue of strengthening the social activity of each member of society is very topical. The skills of the 21st century, with the free and beneficial participation of the socially active person in various spheres, are considered as a necessary factor. In particular, the formation of the skills necessary for a modern person in young period, such as decision-making, quick flexibility, creativity, is one of the relevant and necessary for a complex solution of the problems of modern pedagogy.

Discussions.

It is well known that the role of creativity, creative thinking in the development of society has attracted the attention of world thinkers of all times.

Creative competence has not been studied so far, but there are studies that are “nearby”, around this issue. Comparing the lists of professional competencies of a teacher identified by various researchers, and considerations about the relationship between the concepts of "competence" and "creative competence" in relation to pedagogical activity will be enlighten in of this article.

Competence - knowledge, having by a person of the relevant competence, including his personal attitude towards it and the subject of activity.

The creative competence of teachers has such characteristics as openness to innovations and new technologies in the professional sphere; the ability and willingness to share creative professional experience and learn from the experience of colleagues; striving for self-development and creative realization in the profession; attention to the creative abilities of students and pupils; flexibility and



ability to respond creatively in the process of interaction with the subjects of the educational process.

To organize the study of the creative competence of a teacher, to solve practical problems in its formation, it is necessary to clearly understand the requirements and limitations of this approach, its specificity in comparison with other scientific approaches developed in pedagogy and psychology.

First of all, it is necessary to compare the competence-based and personality-oriented approach as the most frequently mentioned in the psychological and pedagogical literature. What are the fundamental differences in these two methodological positions? Firstly, competencies as an educational result are requirements external to the subject, which are formulated by the customer in the person of parents, employers, the state, while the result of the implementation of personality-oriented education was the development of the individual abilities of the subject, taking into account his own needs. Secondly, the competency-based approach clearly defines in advance the image of a successful person who must have competencies at each level of education, otherwise one cannot count on successful further education.

So, a comparison of personality-oriented and competence-based approaches helped in formulation of a number of fundamental provisions that underlie the study of the formation of creative competence of teachers.

Pedagogical creativity is not a luxury, but a requirement of modern education, without which the teacher will not be able to provide conditions for the formation of a competitive, successful graduate of any level of education, from preschool to higher professional education.

The presence of creative competence in the structure of the professional activity of a teacher is one of the indicators of the success of the teacher himself, a prerequisite for this person to be able to provide the required level of learning outcomes for his pupils.

In the training programs for teachers in universities, as well as in the programs for advanced training of teachers, courses aimed at the formation and development of creative competence should be included as mandatory.

The initial component of pedagogical activity is the teacher's knowledge of the needs, tendencies of social development, the basic requirements for a person (i.e., the teacher must know what kind of person should be educated for society).

The second component of pedagogical activity is the diverse scientific knowledge, skills and abilities accumulated by a person in the field of production, culture, social relations, which in a generalized form are transmitted to the younger generations. As a result of mastering these fundamentals, a person develops a conscious attitude to life - a worldview.

The third component of pedagogical activity is actually pedagogical knowledge, educational experience, skill, intuition.

The fourth component of pedagogical activity is the highest civil, moral, aesthetic, ecological and other culture of its bearer.

Pedagogical skills in this case are combined into four groups, arranged from general to particular.

The ability to “translate” the content of the objective process of education and upbringing into specific pedagogical tasks: studying the individual and the team to determine their preparedness for the active acquisition of new knowledge and designing the development of the team and individual students on this basis; allocation of a complex of educational, upbringing and developing tasks, their concretization and determination of the dominant task.



The ability to build and set in motion a logically completed pedagogical system: integrated planning of educational tasks; reasonable selection of the content of the educational process; optimal choice of forms, methods and means of its organization.

The ability to identify and establish relationships between the components and factors of training and education, to put them into action: the creation of the necessary conditions (material, moral, psychological, organizational, hygienic, etc.); activation of personality, development of his activity, turning him from an object into a subject of education; organization and development of joint activities; regulation of external non-programmed influences.

Developing the problem of pedagogical activity, N.V. Kuzmina defined the structure of the teacher's activity in the following way (Kuzmina, 1979).

This model identifies five functional components: 1) gnostic; 2) design; 3) constructive; 4) organizational and 5) communicative.

The gnostic component (from the Greek gnosis - knowledge) refers to the area of knowledge of the teacher. It is not only about knowing your subject, but also about knowing the methods of pedagogical communication, the psychological characteristics of students, as well as self-knowledge (one's own personality and activity).

The design component includes ideas about the promising tasks of training and education, as well as strategies and ways to achieve them.

The constructive component is the features of the teacher's design of his own activity and the activity of students, taking into account the immediate goals of training and education (lesson, lesson, cycle of classes).

The communicative component is the features of the teacher's communicative activity, the specifics of his interaction with students. The emphasis is placed on the relationship of communication with the effectiveness of pedagogical activity aimed at achieving didactic (educational and educational) goals.

The organizational component is a system of teacher's skills to organize their own activities, as well as the activity of students.

It should be emphasized that all components of this model are often described through a system of corresponding skills of a teacher of an educational institution. The presented components are not only interconnected, but also overlap to a large extent. So, for example, when thinking over the structure and course of classes, the teacher must also keep in mind from which lesson his students will come to this lesson (for example, after physical education, it is usually difficult for students to calm down and concentrate). It is necessary to take into account both the nature and the personal problems of each of them. This is how the Gnostic and organizational components are connected.

According to V.I. Ginetsinsky, who also offers a model of a systemic nature, four functional components can be distinguished in pedagogical activity: presentation, incentive, corrective and diagnostic.

The incentive function is to arouse students' interest in learning information. Its implementation is associated with the formulation of questions, the evaluation of answers.

The corrective function is associated with the correction and comparison of the results of the activities of the students themselves.

The diagnostic function provides feedback.



The predominance of one or another function in the activity of the teacher indicates that the activity of students has a certain type, since a certain method of teaching is implemented. For example, the leading position of the incentive function is usually accompanied by the application of a problematic method.

Traditionally, the concept of “creativity” refers to the creation of a new and culturally significant product, the discovery of something new in posing and solving problems.

In psychology, it is generally accepted to define creativity as an activity that generates something qualitatively new and is distinguished by inimitability, originality and socio-historical uniqueness. It does not matter in what form of creativity it manifests itself: scientific, technical, artistic, etc.

Conclusion.

The greatest achievements of the theory of creativity can be associated with integrative research at the intersection of various paradigms of psychology, philosophy, linguistics, art and physics. It is their alloy that can provide the most productive solution to this problem.

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