

## CREATIVE COMPETENCE OF THE TEACHER AND ITS STRUCTURE

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**ABSTRACT:** The article reflects on creativity, creative competence, the stages and structure of the development of creative competence of a pedagogue, and the results of research conducted in this direction.

**KEYWORDS:** Creativity, creative person, creative process, competence, creative competence, teacher's creativity qualities.

### INTRODUCTION

In recent years, in scientific research in the field of pedagogy, the development of creative thinking, the wide study of the problem of creativity assessment is determined by the changes that have taken place in the modern education system, as well as the openness of the participants of the educational process to news (innovations), solutions in non-standard situations. It is explained by the increasing demands for personal characteristics such as creativity and creative attitude to reality.

Scientists of our republic and foreign countries have conducted a number of scientific studies on the description of the multifaceted features of creative teaching from a philosophical, psychological and pedagogical point of view.

The issue of creativity formation in the experience of foreign studies was considered in the works of F. Barron, D. Harrington, D. Wechsler, S. Thaler, E. Torrance and others. They emphasize that by involving ambiguous, asymmetric, complex objects in the thinking process, creative individuals organize their imaginations in a higher and more harmonious way.

Creativity (lat., ing. "create" - creation, "creative" - creator) is defined as the creative ability of an individual that describes the readiness to produce new ideas and is part of talent as an independent factor.

Psychological-pedagogical foundations of creativity, professional development in the scientific researches of A.V.Brushlinsky, I.S.Kon, I.N.Semenov, S.Yu.Stepanov;

interaction and effective communication of educational subjects, development of creative potential and creativity, education of communicative competence and communicative culture Ed.

In the studies of M. Wallachs;

diagnostics of creativity was studied in the researches of D.B. Bogoyavlenskaya, N.F. Vishnyakova, Dj. Gilford, L.B. Yermolayeva-Tomina, Ye. Torrens, N.B. Shumakova, Ye.I. Sheblanova.

M.A. Kholodnaya, Soon Ye Hwang and others included originality, awareness, variability and flexibility in the criteria of creativity.

V.G.Kamenskaya and I.Ye.Melnikova attribute to the perceptual (observation) characteristics of creative individuals vigilance in searching for problems, unusual sensitivity, the ability to see unusual characteristics of the studied object, the ability to see the partial intersection of the characteristics of objects, that is, they emphasize that the maternal type of perception is well developed.

A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific characteristics. Creativity is also reflected as an important factor of talent.

The concepts of creativity and competence are introduced separately in the science, and when they are considered separately, they are explained as follows:

V.I. Andreyev defines creativity as a type of human activity and notes a number of its features:

the existence of a conflict, a problematic situation or a creative task;

social, personal significance, progressiveness;

existence of objective (social, material) conditions for creative activity;

existence of subjective requirements for creative thinking (personal qualities, knowledge, skills, especially positive motivation);

novelty and originality of the process or result.

Currently, the following types of thinking are distinguished:

1) logical (reasonable, generalizing, relying on the human mind);

2) lateral (non-standard);

3) heuristic (thoughts determined by sudden understanding, which allow solving ambiguous, problematic situations);

4) convergent (logical, sequential, one-sided) and divergent (simultaneous approach in different directions, different methods of problem solving);

5) information (information is the basis of thinking).

In the studies of D.B. Bogoyavlenskaya, V.A. Kan-Kalik, N.V. Kuzmina and others, the importance of personal qualities for the creative process is scientifically substantiated. These qualities include intrinsic motivation to overcome obstacles to career development, reasonable risk-taking, tolerance of uncertainty, and willingness to maintain self-confidence.

Intrinsic motivation is essential for problem-solving creativity. Creativity requires an environment that encourages creative ideas.

The concept of competence entered the field of education as a result of psychological research, to enter into communication in unexpected non-traditional situations, to develop a new direction in mutual professional relations, to perform ambiguous tasks, to use conflicting information or to analyze them. In doing, it is seen in having the skills of how to act in the participation in developing complex processes and manifesting it in practice.

In foreign literature, the concept of competence is cited as meaning "having deep knowledge", "ability to solve complex problems", "quick thinking in a necessary situation", "new thinking skills in solving a problem".

The competence of a specialist is manifested both at work and in communication with colleagues, so it is important that all people in the work team have this quality. At the same time, the set of necessary knowledge and skills is determined not by the field of activity, but by the professional obligations of a particular specialist. And for the success of any company, it is important to present a set of requirements to new employees during the recruitment process.

Concepts such as "pedagogical competence" and "professional competence" have been widely used in pedagogical and psychological literature since the 80-90s of the last century.

The concept of "creative competence" was introduced to the science by R. Epstein, who describes the content of the concept as the readiness to adapt the acquired knowledge and skills to different situations.

Pedagogical creativity is defined as a set of skills describing the pedagogue's readiness to create new ideas that serve to ensure the effectiveness of the educational process, as well as to positively solve existing pedagogical problems, unlike traditional pedagogical thinking.

In the structure of the teacher's creative competence, a creative approach to solving problematic tasks, flexibility and criticality, intuition, originality and confidence, setting and solving non-standard tasks, analysis, synthesis and integration, forecasting and perspective-taking, qualities such as associativeness, imagination, sensitivity to contradictions, empathy, perception, the ability to recognize the unknown, overcome stereotypes, take risks, and strive for freedom.

Considering creativity as a process allows to determine its structure, define creative competencies and the conditions that stimulate this process, as well as evaluate creative achievements.

Ability is a pedagogical-psychological characteristic of a person, and the acquisition of knowledge, skills, and qualifications depends on this characteristic. But this feature alone does not apply to these knowledge and skills. A person's abilities in relation to qualifications, skills and knowledge are manifested in the form of some kind of opportunity. An ability is an opportunity. The necessary level of skill in this or that work is incidental. That is, the ability itself cannot be a guarantee for becoming a mature specialist at any level. For this, it is necessary to have a special professional education, determination of the pedagogue, health and many other conditions. Without these, abilities can fade before they develop.

S.S. Zanaev distinguishes the following parts as part of the teacher's creative competence: qualities of the teacher's personality (innovative thinking style, creative approach to the design of the educational process depending on the specific situation, the presence of a desire to learn, master, new methods and technologies); body of knowledge (modern theories of creativity and approaches to its development); and skills (using creativity development methods).

"Creative competence should be considered as the main competence in the teacher's professional activity and understood as a neoplasm with a complex dialectical relationship with the teacher's professional competence," explains A.V. Moroz. The author interprets the creative competence of the teacher as the ability to create a new professional product and highly effective results through the implementation of creative abilities, reflecting the creative achievements achieved at various stages of professional pedagogical activity.

Creative competence of a teacher of socio-humanitarian direction - striving for the goal in pedagogical activities, perseverance, openness to news, diligence, independence, flexibility, interest in the profession, observation, social activity, active participation in social processes in society, creative thinking reflects the ability to put forward ideas and initiatives, set a personal example in their implementation, creative approach, solve non-standard tasks (problems).

In our opinion, the teacher's creative competence is the result of the integration of professional-pedagogical competences, which includes knowledge, skills, competences, abilities, a system of personal qualities, skill, professional experience, and the teacher's way of thinking, thinking, pedagogical, it is manifested in the process of communicative and organizational activities.

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