

TASKS AIMED AT FORMING AND DEVELOPING THE REFLEXIVE COMPONENT OF CREATIVE COMPETENCE IN CREATIVITY BASED SPECIAL TASKS

Seytmuratov S.

Basic doctoral student of Nukus State Pedagogical Institute, Uzbekistan

ABSTRACT: This article analyzes the tasks aimed at the formation and development of the reflexive component of creative competence in creativity based special tasks.

KEYWORDS: Creativity, creative ability, creative personality, creative potential, creative competence, creativity-based tasks.

INTRODUCTION

The tasks of this group are aimed at objective self-assessment of the level of formation of creative qualities by students, as well as the application of future qualities in mathematical knowledge and non-standard professional situations.

In our opinion, the reflexive stage is mandatory in the implementation of any activity. Thus, all tasks of the CBMT described above are more or less aimed at forming the creative competence of future teachers. At the same time, the following questions to the tasks are important:

- What creative features of the person helped to solve the task? Which one do you think should be promoted?
- Which elements of creative activity did you implement during the task?
- What did you learn about creativity-based mathematical tasks?
- What difficulties did you face while performing the task? How can they be described?
- What solution do you offer to the pedagogical situation? and so on.

It should be noted that reflection can be done in oral and written form. T.V. Dmitrieva and N. E. Sedova distinguishes the following forms of written reflection in teaching mathematics: "abstracting, reviewing, explaining, reflexive work on mistakes, structuring educational material, making references, testing and self-testing, etc." [2].

Also, various reflexive technologies can be used to implement reflex: "reflexive circle", "reflexive goal", "key word", "wish chain", etc.

It should be noted that the use of creativity-based tasks described above as a means of forming the creative competence of future primary school teachers should correspond to certain stages of work on the task [1].

Since we are talking about mathematical tasks, these steps are correlated with the stages of work on mathematical problems (including non-standard ones) emphasized by D. Poya, L.M. Friedman, as well as with the stages of work on competence-based tasks (G.E. Karlibaeva, M. Berdibaev,

etc.). At the same time, creativity-based mathematical work with the content of the stages has certain specificity:

1. Preliminary analysis of the task. Future elementary school teachers will familiarize with the situation of CBMT, determine the relevance of implementing CBMT, carry out goal setting, put a mathematical question to the problem, and also determine whether traditional or creative methods are required to solve the task.
2. Search for the problem. Students identify contradictions in the process of the task, identify new problems in the proposed conditions, and thereby determine what includes the non-standard nature of the task. The teacher can give advice that organizes the updating of the necessary mathematical knowledge with the help of additional questions.
3. Creating a mathematical model. Solving a mathematical task. At this stage, future elementary school teachers perform the following elements of creative activity: creating ideas, searching for a solution to a problem in a non-standard situation "in the form of science", transferring existing knowledge to a new situation, creating a creative educational product, etc.
4. Analysis of the obtained results. Pupils interpret the results of solving a mathematical tasks, find that it satisfies the CBMT condition, and formulate an answer. The teacher monitors the correctness of the students' answers and, in case of an incorrect answer, recommends returning to the previous stages of CBMT implementation.
5. Final discussion. At this stage, reflection is organized: the degree of involvement of each student in the process of working in CBMT, the originality of the proposed ideas, the transfer of existing mathematical knowledge to a radically new situation, and others are evaluated. Within the framework of the group discussion, the importance of the future teacher's creative competence is determined.

Note that the completeness of the implementation of these steps depends on the type of CBMT. For example, work on tasks aimed at forming the cognitive and motivational component of the creative competence of future elementary school teachers can be limited only with the first and second stages. Tasks aimed at forming the activity component of this authority provide for the implementation of all the described stages.

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