
METHODOLOGY FOR DEVELOPING CREATIVE QUALITIES OF FUTURE TEACHERS IN THE PROCESS OF INDEPENDENT TRAINING

Nilufar Z. Imamova

Teacher Of The Department Of Preschool Education Methodology Tashkent State Pedagogical
University Named After Nizami Tashkent, Uzbekistan

ABSTRACT: The concept of "cognitive activity" is much broader than the concept of "learning activity". The meaningful side of cognitive activity comes from the framework of formal education based on curricula. Cognitive activity is not only the knowledge, skills and skills necessary for human armoring, as well as the social activity and essence necessary for him, but also the ability to choose and organize it in accordance with the needs of perfecting and improving knowledge and bringing it to life. is to form an implementation.

KEYWORDS: Pedagogy, preschool education, independent education, methodology, creativity, development.

INTRODUCTION

The concept of spiritual and moral development and education of the personality of a Russian citizen states: "General educational institutions should reveal the abilities and talents of young Russians, prepare them for life in a high-tech competitive world." "In the field of personal development, the upbringing of students should ensure: readiness and ability to realize their creative potential in spiritual and objectively productive activities, social and professional mobility based on moral norms, continuous education and a universal spiritual and moral attitude to "become better". At present, the task of educational institutions has become the self-realization of the personality of the child, and for its implementation a certain organization of the educational process is required, which is based on developmental education. Traditional education that ensures the assimilation of knowledge does not specifically develop the necessary creative abilities of students [1], while developmental education involves the transition to learning as a process of mental development that promotes independent acquisition of knowledge and use for practical purposes.

THE MAIN RESULTS AND FINDINGS

Education, which forms educational activity, ensures the full assimilation of knowledge and affects mental development, is developmental education [2]. In the learning process, developed

abilities, including creative ones, form a number of qualities in students that will help a person in the further implementation of social and professional stability, and ultimately have a positive effect on the nature of the student. Questions of creativity, creative thinking, creative abilities are considered by various sciences, and each makes a definition of these concepts. This is evidenced by numerous studies on creativity.

The completed concept of creativity was created by Kant in the 18th century, where he analyzes creative activity under the name of the productive ability of the imagination. According to Kant, the superiority of cognitive abilities depends not on learning, but on the natural inclinations of the subject. Talent he calls insight, productive wit, originality of thinking [5]. Kant considers imagination to be a truly creative sphere, because it is less under the yoke of rules than other abilities. Nevertheless, art still needs some basic mechanical rules, and these rules definitely need to be learned [5]. The point of view of modern philosophy: "Creativity is a specific type of activity in which interests and abilities, will, purpose are realized" [9]. A. A. Gritsianov defines: "Creativity is a constructive activity to create something new" [5]. M. M. Rosenthal writes: "Creativity is a process that creates qualitatively new spiritual and material values" [10].

V. F. Konstantinov gives a definition: "Creativity is an activity that generates something new that has never been before" [1].

In the explanatory dictionary of V. Dahl, "Creativity is creation, creation, creation, as an active property" [2]. Human activity that creates new spiritual and material values of social significance is understood as creativity in the Great Soviet Encyclopedia [3]. Of great importance for the study are the psychological, pedagogical and philosophical works of L.S. Vygotsky [4, 5], E.V. Ilyenkov [6, 7], V.V. Davydov [8, 9], I. Kant [10, 11], D.B. Bogoyavlenskaya [12, 13], Yu.Z. Gilbukh [14], A.Yu. Kozyreva [15]

Vygotsky considered "the greatest need of our psyche" [3]; according to S. Vasiliev, creativity is creative, human activity, through which new socially significant material and spiritual values are created" [2]; the essence of B.P. Nikitin sees it in the creation by the effort of thought of a working hypothesis close to reality, in predicting the results of the experiment [7]. Creativity, in relation to the learning process, can be considered as a form of human activity, which is aimed at creating new values for him and of social importance, important for the formation of personality. At present, to designate the ability to be creative, the creative behavior of a person, the term "creativity" is used, which was introduced by J. Gilford. The behavior of the individual as a whole and the result of such behavior, manifested in thinking, in various types of activities, in individual abilities, can determine creativity [6, 7]. According to the definition of S.A. Smirnov, "creativity is the ability to turn the performed activity into a creative process" [9]. According to V.A. Slavenin "...creativity - reflects the deep property of individuals to make non-standard decisions, create original values" [5]. Creativity is associated with the creative abilities and capabilities of a person. In turn, creativity presupposes that a person has certain abilities, to which a large amount of

literature is devoted. But in the question of the development of abilities, a single set of indicators reflecting the concept of “creative abilities” has not been defined. The most detailed definition of abilities is given by B.M. Teplov: “Abilities are understood as individual psychological characteristics that distinguish one person from another, which are related to the success of an activity or many activities» [12].

S.L. Rubinshtein notes: “The process of development of human abilities is the process of human development. Assimilation by a person of certain knowledge and methods of action has as its premise, its internal condition a certain level of mental development - the development of mental abilities” [9]. Another domestic researcher, N.I. Chuprikov, connects abilities with the very possibility of individual development. She believes that “the presence of abilities can be checked by the qualitative specifics of the existing areas of personal growth and development – where a person develops himself, “grows above himself”, there are also abilities” [11].

Abilities are manifested and formed in many activities. The theory of learning activity was developed by D.B. Elkonin, V.V. Davydov, I.I. Ilyasov, A.K. Markova and others. In psychology, creativity is considered from the standpoint of creative abilities, which are specific and exist only in conjunction with other abilities.

Creative abilities, including creative thinking, are certain features of a person. At the same time, they are prerequisites for the successful implementation of creative activity. The criteria for success are both the complexity of the tasks to be solved, the novelty of the solutions obtained, and the social significance of creative solutions. The task of education in this regard is the development, the transition to a qualitatively new state of creative abilities, that is, a natural change [6].

Distinguish between general and special abilities. “General abilities are associated with such personality traits that are present to one degree or another in all people, but have different levels of development” [8]. Special abilities are revealed in any one plane. Of the general abilities, we singled out cognitive or cognitive abilities (according to VN Druzhinin): 1. Basic (intellectual) as the ability to solve problems based on existing knowledge. 2. Ability to acquire knowledge. 3. Ability to transform knowledge (creativity). Psychologists distinguish indicators and criteria for the development of creative abilities, for example, E.N. Stepanov, in the practice of developing creative abilities, proposed to be based on the following criteria: the ability to change the structure of an object, a sense of novelty, and a focus on creativity. The author singled out the indicators and proposed the following: confidence in one's strengths and capabilities, the ability and desire for knowledge, the presence of positive self-esteem, the desire to realize one's abilities and capabilities, the ability to reflect, evaluate and self-evaluate [9].

Since the process of developing the creativity of students in technology lessons is multidimensional (mastering the skills and abilities to perform the proposed tasks; mastering the theoretical knowledge of technology; the dynamics of the development of creative qualities and

creative thinking, etc.), it is impossible to find a single criterion that would measure this phenomenon. Therefore, it is necessary to identify a set of criteria. In the pedagogical literature, various criteria have been identified, and in our opinion, the main criteria are the following: the level of knowledge acquisition; creative and cognitive independence; originality (rejection of the template); flexibility of thinking. Based on these criteria, we determined the levels of development of creative abilities: imitative, independent reproductive, creative or creative. The imitative level provides for the fulfillment of tasks by students after a preliminary explanation, and the activity is of a reproducing nature, the process of accumulating knowledge is underway, the level of independence is low, and motivation is formed. The independent reproductive level is determined by the independent performance of work according to 15 instructional and technological cards or by applying a well-known algorithm.

The direction of activity is reproductive, the level of independence is average. The creative or creative level speaks of the creative, nature of the activity, self-setting of goals and problem solving. It should be noted that the formulated levels of creative preparedness are not used to assess the creative potential of female students, but to take into account the possibilities of creative advancement of each. So, based on the analysis of the literature, we came to the conclusion that the concept of "creativity" is quite broad, and the problem of studying creative abilities lies in a wide variety of human abilities, their combinations, manifestations and applications. "Certain personality traits are creative abilities and creative thinking, which are prerequisites for the successful implementation of creative activity" [6].

CONCLUSION

In our opinion, creative abilities are a combination of the qualities of the human personality, are determined by the types of activity and provide high achievements in it. The main criteria for the development of creative abilities will be considered the level of assimilation of knowledge; creative and cognitive independence; originality (rejection of the template); flexibility of thinking. On the basis of the identified criteria, the levels of development of creative abilities were compiled: imitative, independent reproductive, creative or creative. The development of creative abilities should be carried out through specially organized pedagogical activity.

REFERENCES

1. Dal V. I. Explanatory Dictionary of the Living Russian Language: In 4 vols. T. 2 - M. : Crown of the Republic of Ingushetia, 1992. - 779 e.; T. 4. - M.: Korona RI, 1992. - p. 625.
2. Philosophical encyclopedia / ch. editor F. V. Konstantinov. - M. : "Soviet Encyclopedia", 1970. - vols. 1.5 - p. 185.
3. Great Soviet Encyclopedia, / ch. ed. A.M. Prokhorov. 3rd ed. M. : "Soviet Encyclopedia", 1976. - v. 25 - p. 600.

5. Vygotsky JI.C. Imagination and creativity in childhood: Psychological essay: Book. for the teacher. - M.: Enlightenment, 1991.- 93 p.
6. Vygotsky JI.C. Pedagogical psychology / Ed. V.V. Davydov. - M.: Pedagogy, 1991. - 480 p.
7. Ilyenkov E.V. What is a personality? / On Sat. Where does the personality begin / Ed. R.I. Kosolapov. - M.: Publishing house watered. lit., 1983. - 359 p.
8. Ilyenkov E.V. Philosophy and culture. - M: Publishing house watered. lit., 1991. 462 p.
9. Davydov V.V. Problems of developing education: Experience of theoretical and experimental research. - M.: Pedagogy, 1986.-239 p.
10. Davydov V.V. On the concept of developmental education // Pedagogy. - 1995. -№1.- p. 29-39.
11. Kant I. Sobr. cit.: In 6 volumes. V.6. / Ed. V.F. Asmus and others - M .: Thought, 1966.-p. 371.
12. Kant I. Treatises and letters. - M.: Nauka, 1980. - 709 p.
13. Bogoyavlenskaya D.B. Intellectual activity as a problem of creativity. - Rostov-on-Don: Publishing House of the Russian State University, 1983. - 173 p.
14. Bogoyavlenskaya D.B., Bogoyavlenskaya M.E. Creative work is just a stable phrase // Pedagogy. - 1998. - No. 3. - With. 36-43.
15. Kulyutkin Yu.N. The changing world and the problem of developing the creative potential of the individual. Value-semantic analysis. - St. Petersburg: St. Petersburg GUPM, 2001 - 84 p.