

CRITERIA OF PERSONAL-CREATIVE THINKING OF STUDENTS IN THE PROCESS OF PROFESSIONAL DEVELOPMENT

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Abstract. Personal development is an important process in the regular mastering of the theoretical and practical foundations of organizing and managing the educational process based on the latest modern methods and forms typical of world standards. As a result, teachers improve their professional skills, acquire forms, methods and tools of personal and creative development.

Key words: pedagogue, creative potential, training system, pedagogical cooperation, reflection, communication style, personal-creative training, listeners.

Introduction. In philosophy, the concepts of "creativity" and "creative thinking" were first analyzed in the works of Aristotle, and the philosopher explained "creativity" as a process of transition from a creative possibility to a creative event, and "creative thinking" as a result of this process. In the works of Al-Farabi, Ibn Sina, Al-Kindi, Ibn Rushd, Al-Ghazali, the leading representatives of Eastern philosophy of the Middle Ages, the essence of the concept of creativity was explained in connection with human abilities. During this period, emphasizing that the highest level of knowledge of creativity is the method of "divine knowledge" in Western philosophy, its absolutization and opposition to human thinking caused many debates. After Thomas Aquinas philosophically analyzed the subjection of creativity to human will, creativity becomes a fundamental concept that expresses the nature of knowing the essence of events and phenomena through the creative intellect of a person. D.Simpson first used the concept of "creativity" in psychological and pedagogical research conducted at the beginning of the 20th century and defined it as "a non-standard way of thinking". In psychology, creativity is studied mainly in two aspects: as a psychological process of creating new things and as a set of personal characteristics (abilities, motives, knowledge, skills) that ensure the participation of a person in this process. In pedagogical research, thinking and creativity are inextricably linked, the thinking of any person is always (at least minimally) creative (A.V. Brushlinsky), creativity is identifying and setting problems, a large number of creativity, flexibility, originality, problem analysis and synthesis is interpreted as the ability to do (J. Guilford). Creativity of the individual is the existence of contradiction in various spheres of human activity, the existence of a problematic task, social, personal significance, novelty and originality of the process or result (V.I. Andreev), among intellectual abilities, it is unique to everyone as a special type, but the environment is a special direction (A. Maslow) that decreases in the activity of a person under its influence. In the analyzed studies, creativity is studied in the following directions: the first direction studies creativity according to the characteristics of the created products, in which the main attention is paid to considering the quantity, quality and importance of creative products; in the second direction, creativity is studied as a process. Any process, including the creative process, has a beginning, duration, change and, accordingly, some kind of end. In this case, not the creation of an objective or ideal creative product, but different stages, levels and types of the creative thinking process are determined; in the third direction, creativity is analyzed as a skill; in the fourth direction, creativity is connected with the process of self-activation, self-development of a person, and attention is paid to the creativity of a self-activated specialist.

LITERATURE ANALYSIS. As a general conclusion of the research conducted at the beginning of the 21st century, the concept of "creative competence" was introduced into the science by R. Epstein, who describes the content of the concept as the readiness to apply acquired knowledge and skills in various non-standard situations. Creative competence is recognized as one of the main types of professional competence, and attention is paid to studying the uniqueness of creative competence of various fields and professions: including creative competence of a future mathematics teacher (I.S. Bekeshova), integrated personality creative competence of the future philologist-pedagogue (I. Ye. Bryakova), creative competence of students for independent education (A. M. Davtyan), mathematics-informatics training course based on digital technologies development of creative potential of listeners (A.A. Aripdjanova), development of professional competence based on creative approach (N.S. Khojayarova), etc. "Competence" is a pedagogical category with a complex structure, and its structure can be divided into four subgroups, such as professional direction, professional competence, professionally important personal qualities, professionally important psychophysiological characteristics. We come to the conclusion that the concept of competence acquires a clear meaning and embodies the means and processes of filling the complex of professional needs by using and mobilizing psychological, pedagogical, social (together with skills and competencies) resources. we came In the analysis of andragogic, competence, axiological, innovative, systematic and eutagogical approaches to education, creative competence is a complex process, its development and improvement has a specific educational content, cognitive process, technologies for organizing independent education, and educational results. required. According to the structure of the personality-creative competence of educators, the "cognitive" component is the organization of practical activities, the pursuit of independent professional growth and improvement of professional skills, planning and control of it, means, methods, tools for the implementation of pedagogical and professional activities. The modern model of education means the use of theoretical and practical knowledge of humanities, social and economic sciences in solving social and professional problems. The "social" component of creative competence is an individual's behavioral characteristics, social-humanitarian thinking, social responsibility, the level of development of social discipline, being active in the processes of mutual relations and cooperation based on social communicativeness and social activity, professional communicativeness; social environment, professional and creative cooperation in pedagogical activity; includes readiness to work in a team and involves mastering the ways of behaving in professional communication. The "axiological" component of creative competence refers to the personal importance of the process, content and result of professional activity, the sphere of values of professional and personal development, the role of values as a socio-creative stimulus, professional intelligence, the realization of creativity, the organization of a creative educational environment in professional activity. The "emotional" component of creative competence is self-expression in professional activity, emotional-voluntary regulation of the result of activity, satisfaction with the result of activity, striving to organize professional activity at a high level, having a culture of thinking, setting goals and achieving them. The choice of 'I' bases the decision-making and development of interpersonal relations based on mutual help and support. The "introspection" component of creative competence is the development of introspectiveness - internal characteristics of a person, self-control, observation, analysis and assessment of activity; determination of personal capabilities; realization of internal opportunities in professional activity; critical and creative approach to activity; means correct analysis of professional and pedagogical situations. According to the definition given in the educational dictionary, the professional creative potential of a pedagogue is a highly qualified employee whose professional skills can manifest themselves in certain forms of skill-professional activity, and who can manage their professional activities and adapt to fundamental changes in education. the quality is understood.

ANALYSIS AND RESULTS.

The main components of the professional qualification of the listeners include the following: socio-legal skills, i.e. having knowledge and skills in the field of employee relations, as well as professional communication style; continuous professional growth and development and personal qualification; ready to improve special skills, to carry out their professional activities independently; the ability to improve one's knowledge and skills as a specialist. The system of abilities necessary for the effective pedagogical activity of the trainees of the training system is knowledge, the ability to understand the child, observation, speech skills, organization, the ability to see the future, the ability to divide attention, the correct assessment of the situation, the knowledge of students. such as interest in receiving. This goal is realized by teachers regularly performing the following tasks:

teachers are armed with the theoretical and methodological foundations of pedagogical skills;

acquire the system of knowledge about the components of the science of pedagogical skills, such as pedagogical technique, pedagogical cooperation (communication), pedagogical delicacy, pedagogical skills, educational skills, management of the educational process, speech culture, educational technology, pedagogical creativity, reflection;

teachers develop the need and desire to independently master the secrets of pedagogical skills reflected in our national customs and traditions and the rich creative heritage of Central Asian thinkers;

on the basis of acquired pedagogical-psychological and methodical knowledge, skills and qualifications, each future teacher forms his personal pedagogical skills;

they regularly master the theoretical and practical foundations of organizing and managing the educational process based on the latest modern methods and forms typical of world standards;

teachers acquire the forms, methods and tools of personal and creative skill development in order to improve their professional skills;

they continuously learn information about the essence, function, and structure of the teacher's skills; they form their professional skills based on the free use of modern information technology systems. The personal creative potential of the trainees of the training system provides the quality of the specialist, his physical, mental and spiritual needs, the requirements of a certain profession, the qualifications of the specialists, the standards of qualifications, the service positions held or performed. When opening the issues of development of students' professional skills for pedagogical activities, scientists - teachers define several criteria for determining the level of personal development. In particular, in the researches, as an important criterion of the level of readiness of university graduates to work in school, their personal and social relations to pedagogical work, not only teaching academic subjects in their specialty, but also systematic interaction with students are shown. conducting educational work. The next indicator of the development of their preparation is the evaluation of this preparation by the students themselves. Using different methods of study, the readiness of students for teaching and educational work at the institute is highly evaluated, and their readiness for teaching activities is highly evaluated. Training of trainees in professional training institutions goes through several stages. The following stages of preparation are distinguished: the first stage, many trainees get acquainted with news and world experience about the features of their occupation, so it is necessary to carry out systematic work to analyze their pedagogical direction and practical situations of the profession; in the second stage, the listeners understand more deeply the

essence of the responsibility of the pedagogic profession and show their interest in the profession, inclination and desire to engage in pedagogical activities in their personal characters; At the third stage, students show professional interest in pedagogical work. This can be observed especially in the process of pedagogical practice. At this stage, the information-research activity of the students includes a specific psychological obstacle, the reason for which is the lack of personal creativity, psychological and special knowledge in relation to their profession; In the fourth stage, students' professional interest and personal creative potential are not only formed, but they also have independence, a creative approach to solving pedagogical problems in new situations, and the ability to evaluate their own actions. At this stage of readiness development, students feel the need for pedagogical activity.

CONCLUSION. The study of the situation in the institutions of personnel training in higher education gives rise to the opinion that the issue of the creative direction of the students is not paid enough attention. In such a situation, how to form the motivation for the development of the personal creative potential of the trainees of the qualification improvement system, and what should be the criteria, methods and tools for the formation of his professional skills in the process of conducting pedagogical practices in educational institutions? This problem is complex and multifaceted, so in this work it is necessary to consider only one aspect - to develop ways of forming professional skills as a person in the process of education and training at the university, and the pedagogue is to understand the essence of his profession. understands. As a result, a beneficial process is created for both the employing organization and the working specialist.

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