

## Development of Sreative Sompetense of Future Primary School Teachers In Independent Edusational Astivities

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### Article Information

**Received:** Oct 08, 2023

**Accepted:** Nov 29, 2023

**Published:** Dec 30, 2023

**Keywords:** *independent learning, activity, teacher, creative competence, development, philosophical possibilities, acmeological system, pedagogical model, improvement; analysis, technology, form, criterion and means, political, philosophical, theoretical analysis of the problem, synthetic, comparative, analogy, diagnostic surveys, testing, observation, projected methods, prognostic expert assessment, generalization of independent assessments, pedagogical experiment and mathematical methods of statistical data processing, graphical representation of the results.*

### ABSTRACT

*The aim of the Research work consists of developing proposals and recommendations for the development of creative competence of future elementary school teachers in independent educational activities.*

*The scientific novelty of the research work:*

*in independent educational activities, the creative competence of future primary-grade teachers is developed in the context of self-observation, regular introspection and retrospection, planning the procedural sequence of the functions of reflection, criticizing and standardizing functions, evaluating the results, overcoming difficulties;*

*It was determined that the acmeological system of developing the creative competence of future elementary school teachers in independent education consists of the value-semantic orientation of independent education, the cognitive-constructive element of the implementation of the pedagogue's activity, the internal personal resources, the functional elements of the constructive design of problem situations;*

*the model for developing the creative competence of future elementary school teachers in independent educational activities has been improved to provide a step-by-step transition sequence of creative interests of the individual, orientation of values (antitude), relationships, internal and external dynamic traditions, stereotypes of thinking, creative interests;*

*development of creative competence of future elementary teachers in independent educational activities, dissemination of technological pedagogical processes, organization of creative circle activities, conducting pedagogical research, demonstrating interests, knowledge, inner experiences, and communication needs have been improved.*

## **Introduction**

The relevance of the scientific research work is based on the part, the purpose and tasks, the object and the subject of the research are indicated, the compatibility with the main directions of the development of science and technology of the republic is determined, the scientific novelty of the research, practical results are described, the reliability and scientific and practical significance of the obtained results information on the implementation of the research results, published works and the structure of the dissertation is presented.

### **Research object and used methods**

Political, philosophical, theoretical analytical synthetic, comparative-comparison, analogy, diagnostic inquiries, testing, observation, designed methods, prognostic expert assessment, generalization of independent assessments, pedagogical experiment and mathematical methods are used in conducting research work. statistical processing of data, graphic representation of results, etc. were used.

### **The obtained results and their analysis**

Psychological-pedagogical aspects of the development of creative competence of higher education students, the conditions for the development of creative competence and the future elementary school teachers are called the theoretical foundations of the development of creative competence of future elementary school teachers in independent educational activities. The importance of developing the creative competence of teacher is highlighted. The problem of activating the creative activity of future elementary school teacher has always been one of the most urgent issues in the theory and practice of teaching. The state educational standards stipulate the need to create conditions for the development of the student's creative potential, the realization of his potential and opportunities, and the preservation of his individuality, regardless of his level of preparation. One of the most important tasks of the standard is to ensure the implementation of the main goals and tasks of the country's socio-economic development by increasing the competitiveness of the domestic human capital of our country. In general education schools, the main attention is paid to the intellectual and creative life of the teacher and the student.

The future elementary school teacher is more inclined to develop independent educational activities and non-standard methods of learning and solving creative tasks, and during this period, the deficiencies in the development of the student's creative potential are further corrected. It will be difficult to reform in years. Things, events, and knowledge experienced and learned by students of higher education are characterized by great psychological stability. A teacher working with creative approaches can become an empowering and sustaining tool for a student's creative activity. In this direction, the higher education system faces serious problems, which also affects the level of development of students' professional knowledge and sense of responsibility and social experience in the process of basic education. Therefore, in the process of teaching students in higher education institutions, they should take responsibility for their future professional activities.

To understand the problem of creative competence, it is necessary to analyze the components of the "creativity" category. Here, ways of interaction between personality and creativity, ways of turning education and pedagogy into a creative environment combining the ideas of communicative pedagogy, free pedagogy and humanist philosophy will be important. The analysis of scientific literary sources, philosophical, psychological and pedagogical research on creativity showed that the process of interest

in problems related to understanding the essence of creativity, developing the structure and content of creative activity, passing the experience of creative activity from generation to generation has not subsided over the centuries.

**Creativity** is a human activity aimed at creating material and spiritual benefits. Human thinking, memory, imagination, attention, will actively participate in it, all knowledge, experience and talent are shown.

Creativity is first born in the imagination of a person, then research is conducted on issues related to creativity, the work done by others is studied from a critical point of view, analyzed, observations and experiments are conducted. After that, based on the results of the experiment, logical conclusions are drawn, hypotheses are put forward and all this is tested in the experiment, abstract views are clarified, updated and supplemented.

Today, the term "creativity", first introduced into scientific circulation by J. Gilford, is used to mean the ability to be creative. Creativity is defined as a person's creative ability or creative talent and is a relatively stable characteristic of a person. Creativity means human behavior in a general sense and the result of such behavior, it can be manifested in thinking, various types of activities, and individual abilities. The development of creative competence requires the existence of a creative educational space. According to our understanding, a creative teacher is one who has his own goals, values and beliefs, who can solve life problems, realize his potential and opportunities, develop himself, and his personality is a person who is ready to present his personal potential and abilities, has non-standard thinking, his own personal identity, intellectual independent learning skills, and can create new material and spiritual values. In order to determine the nature of the creative competence of future elementary school teachers in independent educational activities, we turned to the philosophical studies of Plato and Hegel. These great thinkers saw in the phenomenon of "essence" the meaning of a given thing, different from all other things and changing under the influence of certain circumstances. They interpreted the essence of things as independent, immutable and absolute. The effectiveness of independent education depends on the level of development of intellectual skills, as well as the teacher's educational activities, predetermined instructions for knowledge, as well as his will and other personal qualities.

In the scientific works of N.A. Muslimov, it is explained that the effectiveness of the student's work is correlated with his successful creative independent educational activities. There are individual and group forms of independent education, and group forms help to develop the skills and abilities of intellectual activity in cooperation. Independent education is learning through independent activities without the help of a teacher. Independent education is aimed at creative self-development of the teacher and activation of his internal personal resources. The goal of the independent educational activity of the future elementary school teacher is to achieve a new level of creative competence and professional skills. In the process of developing creative "competence", the student is formed not only as a subject of professional activity, but also at the level of a person.

The quality of the work of the future primary school teacher depends on the choice of methods and forms of education and upbringing, their skillful use and the level of independent education of the student.

In the work of the creative circle, the methods of creative interaction are used to exchange experience of students with different qualification categories. The final and intermediate results of the independent educational activities of the future elementary school teachers are an essay, an open lesson, a speech at a scientific conference or a pedagogical council, a work program, didactic material, a methodical manual, an article in a scientific-methodical journal recorded in the preparation and

presentation of creative products such as printing.

Differences between the need and readiness to implement and organize creative activities encourage students to move to another aspect of creative independent education. It is the main condition for the student's creative development that the future elementary school teacher understands the need to change the inner world of the teacher, to change its content and essence, to search for new opportunities to show the abilities and possibilities of his creative personality in pedagogical activity. The richness, versatility and emotional intensity of educational activities encourage students to study themselves as a profession. The main mechanism of independent education as a purposeful influence on a person himself is to resolve conflicts between the defined characteristics and qualities of a person and the objective requirements of professional activity, and to perform creative tasks that are constantly becoming more complicated.

In the process of professional activity, they express the mechanism of development: development is carried out by the force of external regulatory forces, the method of action determined by external factors, towards conscious, undirected regulation. This understanding of the mechanism of professional self-development encourages us to study the pedagogical conditions that help and hinder the development of creative competence of future elementary school teachers. We will consider these issues in the next paragraph.

### **Summary**

1. The activation of the creative competence of the future elementary school teacher relies on the closely related and procedural sequential functions of reflection, such as "knowledge of action", "criticism of action" and "regulation of action".

2. Creative activity, like any reflexive process in the development of the creative competence of the future primary school teacher, includes goal setting, planning, evaluation of the achievement of results, identification of the causes of difficulties, assessment of these difficulties, content and process trajectories of the activity, elimination of difficulties includes elements of strategy.

3. The creative competence of the future primary school teachers is to think carefully about the educational situations that help their development from different points of view, taking into account the age characteristics and capabilities of the person, new types of activities, reasoning, controversial creativity, independent education, which combines systematic manifestation of creativity and productive activity, is considered to be important from the professional point of view formed in the activity.

4. Reflection is a self-analysis in the development of creative competence of future elementary school teachers in independent educational activities, and is not the achievement of a self-determined goal, but the acquisition of knowledge and experience. method is to encourage creativity in relation to professional improvement.

5. The educational process includes self-analysis and self-evaluation of the subject. Each positive result achieved in this regard leads to the emergence of new ideas and creative plans that clarify the further development of projects in the process of constant communication between pedagogues in the process of independent education.

Creative competence is formed in the process of professional education; used to describe the final result of education; it means a personal quality formed in the spheres of motivational, cognitive, value, personal activity, including minimal experience in professional activity in a given field.

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