

Improving the Creative Skills of Vocational Education Teachers

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ABSTRACT

In this article, in the process of teacher training, the aspects that should be taken into account are specifically focused on improving creative ability and increasing creativity.

In the Republic of Uzbekistan, there are serious requirements for the moral image, intellectual potential and professional skills of teaching staff. For example, in this regard, the President of the Republic of Uzbekistan I.A.Karimov notes the following: "In order to become a teacher, to develop the intelligence of others, to enjoy the benefits of enlightenment, to make them become real patriots, real citizens, first of all, the educator himself is so high he must meet the requirements, have such great qualities."

The content of the demands placed on today's teacher is updated every year and is adapting to the requirements of the times.

The famous scientist Beruniy (973-1048) advises the teacher not to bore the student, the topic should be interesting and demonstrative. In the work of Beruni India, scientists call to respect the minds of knowledge. If the people, especially the rulers, respect and evaluate them in their place, knowledge will increase, which means that the society will be prosperous and prosperous.

The great scholar Ibn Sina (980-1037) emphasizes that it is the responsible duty of the teacher to give knowledge to the student. Thinking about what a teacher should be, he gives them such guidance:

- being strict and serious in dealing with children;
- to pay attention to how students acquire the knowledge provided;
- use of different methods and forms in education;
- student's memory, ability to acquire knowledge, knowledge of personal characteristics;
- being able to distinguish the most important of the given knowledge;
- imparting knowledge to students in a way that is comprehensible to them, in accordance with their age and intellectual level;
- every word should be at the level of arousing children's emotions.

Az-Zamakhshari (1075-1143) wrote in his treatise "Nonzik Ibralar" that people of science and science have lost respect for teachers: "in the olden days, the masters of science and virtue received gifts of gold equal to their weight from the kings. , gradually with the passage of time, their value decreased, and dogs and beggars became better than them, that is, fools became more visible than gold.

Burkhaniddin Zarnudjiy (1150 -) a section of the book "Teacher's Guide to Education" is called "Teacher, Comrade, Choosing Subjects". It advises the reader as follows:

"When you choose a teacher, first of all, you should focus on the most knowledgeable, the most noble and the most senior ... The expression of respect for the teacher, the teacher, is that the student should not walk before the teacher, should not go and sit in his place."

Owner Amir Temur (1336-1405) also treated scholars, teachers, and teachers with respect during his reign. He also takes into account their knowledge when assigning positions to people. He considers their place in the development of society to be important. He opens many schools and madrasahs, appoints teachers and principals to them. he also appreciates his teachers very much.

In the works of Alisher Navoi (1441-1501), the work of teachers is given a lot of attention. He emphasizes that in order to provide deep knowledge to young people, teachers, mentors and mentors should be knowledgeable and educated. He criticizes ignorant, bigoted and ignorant teachers and says that it is necessary for a teacher to be a teacher who knows the ways of teaching. For example: in the work "Mahbub-ul-Qulub", while thinking about the schoolmasters, he writes about them being very strict, ignorant and arrogant: "The schoolmaster is the one who persecutes innocent young children." At the same time, he objectively evaluates the difficulty of the teacher's work:

"His work is beyond the reach of a man, even a giant. A strong man was powerless to take care of a young child, and he teaches science and manners to a bunch of children. But there is also a fact that among children there are few people with understanding. "The teacher suffers hundreds of hardships in such cases. In this respect, children have a lot to do with him, and if the student grows up and reaches the rank of a king, it is worth serving his teacher.

Who taught you a letter on the path of truth,
It is worthless for him.

The more Navoi respects the teacher, the more the demand for him increases. In particular, it requires that the madrasa mudarris be educated, virtuous and wise, humble, and spiritually pure. "A teacher should be a teacher if he does not have a selfish career and does not try to teach knowledge that he does not know, shows a desire to teach because of pride, is afraid of mischief and avoids impurity."

Husain Vaiz Koshifiy (1440-1505), (Khurasan) in his work "Futuvatnomai Sultani or the Sect of Javomardlik" dwells extensively on the teacher-disciple relationship. "If they ask what

the building of discipleship is built on, answer it is on the will. If they ask what the will is, say it is heaven and obedience. If they ask what is heaven (hearing) and obedience, then what the teacher says, say that it is to hear with the ears, to accept it with the heart, and to perform it through the organs of the body.

He shows 8 manners of discipleship: 1. Be the first to greet. 2. Speaking little in front of the teacher. 3. Bending the head forward. 4. Do not let the eyes run in all directions. 5. Get permission from the teacher before asking questions. b. Do not object to the teacher's answer. 7. Do not gossip about others in front of the teacher. 8. Respect when sitting.

It is important for a skilled teacher to follow the following in order to form and constantly develop students' interest in reading:

1. The development of students' desire to know, their interest in science in general and mental work ensures that the educational process is organized in such a way that the student takes an active role, engages in independent research and "discovery" of new factors, solves problematic situations by himself. seeks to resolve.

2. Learning activities, like other activities, are interesting only when they are varied. Giving information in the same way and doing the same things in the same way will soon lead to boredom.

3. In forming interest in science, it is very important to make students aware of the necessity, importance and appropriateness of studying this science and some of its parts.

4. The more the material is explained in connection with the previous material, the more interesting it seems to the students. Explaining the learning material in connection with the things that interest the students plays an important role in making them interested in the lesson.

5. Learning material of medium difficulty does not arouse interest in students. The course material is a bit more challenging, but should be manageable for students.

6. Frequent checking of the work done by students also arouses their interest in science.

7. The accuracy of the educational material, the richness of emotions, and the teacher's pleasant speech have a great impact on the student, increasing his interest in science.

Skilled pedagogues pay special attention to the use of such types of classes as lectures, practicals, discussions, conferences, educational trips, independent lessons with the help of student-consultants, and examinations.

The skill of the teacher is manifested in the mastery of the technique of passing the non-traditional types of lessons noted above.

As M. I. Makhmutov noted, it is difficult for teachers of the present time to introduce the problematic method, because "curriculums and textbooks" are based on traditional pedagogical thinking, outdated didactics and methodology. The logic of explaining the educational material requires a detailed explanation (from thread to needle), and almost no attention is paid to the independent creative activities of students.

Skilled students and masters of their work are characterized by communicating with students in a democratic manner and using a system of problem-based methods that develop students' creative thinking. They manage to create a problematic situation at all stages of knowledge acquisition.

They condemn students' fake memorization of formulas and laws, countless numbers and names, hundreds of rules and definitions, filling their memories with things that are not needed in life.

It should be noted that the convenient implementation of all the above-mentioned tasks of treatment allows it to be described as pedagogical treatment, a high level of treatment carried out in the process of education. A modern teacher should reach the same level.

In the course of the teacher's dealings with the students, two types of emotional states can arise. The teacher's ability to organize mutual cooperation based on his creative qualities gives real results.

Experiments show that the existence of a pedagogical process allows the teacher to organize the attitude based on creative emotions, to establish a psychological dialogue with children. A teacher must interact with students in order to teach them something. A relationship is a multifaceted process of development, the connections between people arising from the needs of joint activities. A relationship involves the exchange of information between partners.

The teacher and the student are objectively representatives of different generations. Each new generation comes into life in somewhat new conditions compared to previous generations. Students themselves change from generation to generation. As a result, each new generation acquires the father's heritage not passively, but actively. This change occurs as if in constant communication with older generations. When dealing with high school students, the teacher should confirm the importance of the ideological heritage of the 1970s. In this case, he becomes a consultant on a wide range of issues and has the opportunity to effectively influence the students of the upper class.

In the system of communication in the pedagogical process, the relationship between the teacher and the student occupies a large place. In this process, the child acquires the knowledge and moral experience that humanity has accumulated over the centuries. The teacher is the leader in the pedagogical process. He is entrusted with the task of teaching and educating the young generation. That is why special, high demands are placed on the teacher.

Only if the teacher stands in a certain position in relation to the students (this position varies depending on their age) can he successfully exert pedagogical influence. This situation is the main guidance of the teacher in the field of dealing with students, which is analogous to the psychological and age characteristics of students. The criterion for the change of the teacher's position (path) in accordance with the age of the students is the transition from an external position to a certain internal position in relation to the group of students, a direct influence on the students the decrease and increase of direct influence is to transfer part of the tasks of managing the team to the self-governing bodies of students, to have more influence on the inner world of each child's personality.

The period of development of creativity - a certain period of time during which the development of certain creative qualities is completed. The stage of development of creativity - the level of development of certain creative qualities, accordingly, in certain periods and stages, creative qualities and skills of creative activity are developed in pedagogues.

Future pedagogues with creative thinking:

- expresses ideas that have not occurred to other future pedagogues;
- chooses a unique way of expressing themselves;
- sometimes asks unrelated or unusual questions;
- enjoys open-ended tasks;
- prefers to discuss ideas based on clear evidence;

He chooses an unconventional approach to finding a solution to a problem.

- Personal creativity qualities are listed as follows:

- Creative direction;
- Ability to think logically;
- Erudition (knowledge);
- Rich imagination;
- Creative effectiveness and initiative;
- Full demonstration of one's creativity;
- Ability to reflect;
- Emotional richness;
- Ability to take risks;
- Ownership of thinking speed; - Development of inner intuition;
- The ability to put forward unique (original) ideas;
- Possession of innovative ability;
- Possession of high artistic values;
- Ability to make new decisions based on existing experience and knowledge.

Among the teachers of our republic, there are many respected people who are recognized as masters of their work, People's teacher, Distinguished teacher, whom parents and young people honor and call Ustoz. They have achieved such prestige and respect because they showed selflessness in pedagogical work, performed their duties as teachers at a high level, imparted knowledge to children, were able to instill in their hearts the light of honesty, beauty, truth, decency, and courtesy.

Unfortunately, the same cannot be said about all teachers. there are also those who, with their rude behavior, discourage the child from reading and hurt his tongue inappropriately. There are many examples of this in pedagogical experience. Such people have a negative impact on the education of young people and their morals. They cause damage to educational work that is difficult to repair.

CONCLUSION:

In conclusion, it can be said that abandoning the pre-planning of educational activities, improving the creative ability of future pedagogues, forcing them to think creatively, come up with new ideas, change the attitude towards teaching, will be a key factor in motivating them to achieve. It is necessary for the teacher not only to use modern information and communication technologies, innovative pedagogical technologies, but also to organize lessons in the spirit of creativity and creative abilities, to use new creative ideas in the educational process.

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