

THE IMPORTANCE OF PROBLEMATIC EDUCATION IN DEVELOPING THE CREATIVE SKILLS OF FUTURE EDUCATORS

Ismoilova Gulbahor A'zamovna
Doctor of Philosophy (PhD), Associate Professor
Kokand State Pedagogical Institute
ismoilovag352@gmail.com

Ismoilova Charosxon Murodali qizi
1st Grade Student of Master's Degree in
Theory and History of Pedagogy
Kokand State Pedagogical Institute

Abstract

The article examines the features of creativity development in future teachers using problem-based educational technologies. Psychological-pedagogical conditions of formation of students' creative potential are described. The expediency of using heuristic methods in the process of professional training of future teachers is based and their use in the organization of training is analyzed.

Keywords: professional training, creativity, creative thinking, creative thinking, interactive method, creativity, creative thought, innovation, pedagogue, method.

Introduction

One of the efforts to reform the education sector in our country is the need for pedagogues to work in accordance with the requirements of the times, to have in-depth knowledge, skills, skills and culture to educate a fully developed person. This brought the concept of "creativity" to the science of pedagogy, which studies the laws of education and upbringing.

Especially the development of scientific knowledge today requires a deep study of the impact of creativity on the development of the individual, society and the state from a scientific and pedagogical point of view. There is a social order to develop the creativity of teaching staff, especially in general education schools, and it is necessary to conduct scientific pedagogical research in this regard. At the same time, we can see in scientific works that there are different opinions in the scientific understanding of the issue of creativity, and that no comprehensive conclusion has been reached.

Literature and methods

Problem-based learning is the process by which students acquire knowledge and skills by solving problems. In such conditions, teachers need to show themselves not only as providers



of knowledge, but also as stimulators of students' creative thinking. Problematic conditions allow pedagogues to develop their skills and try new approaches.

Creativity is the ability to develop new ideas and apply existing knowledge in new contexts. In the pedagogical process, creative abilities help teachers not only to impart knowledge, but also to communicate with students. The theory of development of creative abilities has different psychological and pedagogical foundations, which makes this process more effective.

There are several ways to develop creativity. For example, students can be encouraged to actively participate through games and interactive methods. Designing and group work allow students to work together and think creatively. Challenging tasks encourage teachers to try new approaches.

Discussion and Results

First of all, let's describe the creative qualities of future teachers, including the psychological and pedagogical conditions that stimulate the development of creativity in pedagogical HEIs. For example, E. P. Torrens distinguished the following conditions that contribute to the development of a person's creative thinking and creativity: the presence of creative abilities and creative motivation [2, 307 b]. At the same time, if these factors coincide, creative abilities can be manifested at a high level.

- 1) cases where clearly defined strict control is not established;
- 2) creation and development of strategies and tools for future activities;
- 3) encouraging responsibility and independence;
- 4) pay attention to independent developments, generalizations, observations.

Creativity potential of the teacher. In order to teach students to think creatively, to be able to form creative thinking in them, first of all, it is necessary for the teacher to be a creative, creative person. After all, if he himself does not have the qualities of creativity, then how can he encourage students to think creatively. The only conclusion that can be drawn is as follows: students can be creative only if the teacher himself is creative. It is not necessary for the teacher to be creative or not, but to organize lessons in the spirit of creativity, to try new ideas in the educational process. In the lessons, the teacher moves in the following four directions according to the "road map of creativity", and the actions in them are listed as signs of creativity of educators (Patti Drepreau):

- 1) demonstrate creative thinking skills;
- 2) being able to use strategies (methods and tools) that encourage students to master academic subjects with interest;
- 3) innovative approach and creative approach to finding solutions to pedagogical issues (problems);
- 4) expected result

Structural foundations and priority principles of creativity potential. The creative potential of the teacher is reflected as his general characteristic. It is the first condition and result of creative activity. This quality represents a person's ability and readiness to express himself. In addition, on the basis of creative potential, the personal abilities, natural and social strength of each specialist are manifested as a whole. Creative potential is closely related to creativity focused



on the cognitive process. The creative potential of a teacher, in contrast to traditional thinking, is manifested in the following:

- quickness of thinking;
- the ability to create new ideas;
- not thinking in one way;
- originality;
- initiative;
- tolerance of uncertainty;
- to be intelligent.

In order for the teacher to have the potential of creativity, he should pay attention to the following in his professional activities:

- creative approach to professional activity;
- show activity in creating new ideas;
- independent study of advanced pedagogical achievements and experiences;
- sharing ideas about pedagogical achievements with colleagues.

Self-development and self-expression of each pedagogue is directly related to his creativity. Usually, the ability of pedagogues to be creative is ensured by striving to solve pedagogical problems, carrying out scientific research or scientific projects, and achieving mutual creative cooperation. A teacher does not become a creator by himself. His creative ability is formed by consistent study and work on himself over a period of time, and it gradually improves and develops. As with any specialist, the foundation is laid in the student years for future pedagogues to have creativity and it is consistently developed in the organization of professional activity. It is important that the pedagogue directs himself to creative activity and is able to organize this activity effectively. In the organization of creative activities, a teacher should pay special attention to solving problematic issues, analyzing problematic situations, and also creating creative products of a pedagogical nature. While solving problematic issues and situations, the pedagogue's creative approach to finding a solution to the problem helps him develop emotional and volitional qualities. By putting problematic issues in front of him, the pedagogue confronts evidence that contradicts his existing knowledge and life experiences. As a result, he feels the need to work on himself, study independently. A teacher can demonstrate the following creativity skills:

- being able to determine the nature and importance of the task to be performed;
- to be able to analyze the setting of the problem;
- making a plan to solve the problem;
- use of effective methods (analysis, synthesis, induction, deduction, comparison, etc.) in solving the problem;
- to be able to choose the methods of solving the problem;
- justification and rechecking of the correctness of the decision;
- to conduct a small research (research) in solving the problem;
- formalization of evidence related to the conditions of solving the problem, the progress of the process and summarizing the results of the solution of the problem.



Conclusion

In conclusion, it can be said that the implementation of scientific and research works, scientific or creative projects also develops the creativity potential of the pedagogue. As a result, the educator:

- gets used to creative thinking;
- thoroughly acquires the skills of conducting scientific research activities;
- independently analyzes the achievements of pedagogy or specialty science, the possibilities of using best practices;
- they will have to be actively involved in scientific research and creative projects conducted by the pedagogical team.

Problematic educational conditions create a favorable environment for the development of creative abilities of pedagogues. In the future, it is necessary to introduce new approaches and methods to increase creativity in pedagogical activity. This process increases not only the professional development of teachers, but also the creative thinking skills of students.

REFERENCES

1. O'zbekiston Respublikasi Ta'lim vazirligi. (2020). Ta'lim tizimidagi yangiliklar.
2. Amabile, T. M. (1996). Creativity in Context. Westview Press.
3. Sternberg, R. J., Lubart, T. I. (1999). The Concept of Creativity: Prospects and Paradigms.
4. Azamovna, I. G. (2022). The role of national values in spiritual and moral education of students-youth. International journal of social science & interdisciplinary research ISSN: 2277-3630 Impact factor: 8.036, 11(10), 194-197.
5. Azamovna, I. G. (2022). Globalization in the process the student is the national values of the youth in the spirit bring up necessity. Open Access Repository, 8(12), 512-516.
6. Ismoilova, G. A., & Sayfullayeva, S. N. Q. (2024). Zamonaviy pedagogik tadqiqotlarning bugungi kundagi ahamiyati. Academic research in educational sciences, (1), 49-53.

