

# CRITERIA AND INDICATORS FOR THE DEVELOPMENT OF THE CREATIVE COMPETENCE OF THE SCHOOL TEACHER

Urakova Sh.K.

Senior Teacher of the Tashkent Region National  
Center for Training Teachers in New Methods

## Abstract:

This article describes the issues of the need to improve creativity among students of general education schools, the ideas of deepening the theoretical aspects of the formation of scientific and practical knowledge in general education schools and raising the effectiveness of education to the quality level.

**Keywords:** Creativity, talent, improvement, mental imagination, concept of technology, national craft, ability, normative status, approach, folk art, intellectual research, product, process, professional-innovative competence.

## MAKTAB O'QITUVCHISINING KREATIV KOMPETENTLIGINI RIVOJLANTIRISH MEZONLARI VA KO'RSATKICHLARI

Urakova Sh. K.

Toshkent viloyati pedagoglarni yangi metodikalarga o'rgatish milliy markazi katta o'qituvchisi

## Annotatsiya:

Ushbu maqola umumta'lim maktablari o'quvchilarida kreativlikni takomillashtirishning zarurligi masalalari, umumtalim maktablarida ilmiy-amaliy bilimlarini shakillantirishning nazariy jixatlarini chuqurlashtirish talim- tarbiya samaradorligini sifat bosqichiga ko'tarish fikrlari bayon etilgan.

**Kalit so'zlar:** Kreativlik, iqtidorlilik, takomillashtirishni, ruhiy tasavvurida, konsepsiyasi texnologiya, milliy hunarmandchilik, qobiliyat, me'yoriy xolat, yondoshish, xalq amaliy san'at, fikriy izlanish, mahsuli, jarayonning, kasbiy-innovatsion kompetentligi.

Decree No. PF-5242 of the President of the Republic of Uzbekistan dated November 17, 2017 "On measures for the further development of handicrafts and comprehensive support for craftsmen", the Decree of the President of the Republic of Uzbekistan "On the International Crafts Festival Decree No. PF-5841 dated October 3, 2019, "On additional measures to further develop handicrafts and support artisans" dated October 3, 2019 November 28, PQ-4539 decrees the development of national crafts, folk art and practical art in our country, thereby fully preserving the rich cultural heritage and historical traditions of our people, scientific

research in the fields of crafts tasks such as assisting in the implementation of their work and systematically establishing personnel training have been defined.

Decree of the President of the Republic of Uzbekistan of April 29, 2019 on the concept of the development of the public education system of the Republic of Uzbekistan until 2030 No. PF-5712 and "General secondary, secondary special and vocational education" Decisions No. PF-5313 on measures to fundamentally improve the education system increase the effectiveness of teaching in general education schools, including teaching 8th-9th graders of general education schools based on folk crafts "requires improvement of current methods and means of formation and development of students' creative thinking skills. Of course, in our country, special attention is being paid to the issues of recruiting innovative and creatively thinking modern personnel, educating young people in the spirit of patriotism and high spirituality, and improving the education system for this purpose. The purpose of the teaching process in general education schools is to ensure the unity of education, upbringing and development. Because today the problem of developing the abilities, consciousness and skills of students, and deepening their scientific and practical knowledge is even more important. These features will help students to develop creativity, interest and responsibility in their profession in the future. The organization of lesson processes in general secondary education schools, the role of the pedagogue in this process was determined to be important. Usually, the learned topic is reinforced by asking the students, the new topic is explained by the teacher, practical exercises that strengthen the new topic are performed, and homework is given. At first glance, the explanation of a new topic, the emergence of new knowledge and skills in the student's mind, seems to be the norm. In fact, this is a one-way development, because it is noticeable that the teacher and the student are working on the basis of a certain plan. This pattern is stable in the mental imagination of the student and the teacher, as if the teacher has achieved the goal that he set for himself, that is, he has delivered a new topic to the student, and the student has such an understanding is formed, i.e. the student is satisfied as he understands the new topic.

If we look at the matter from the other side, this situation is a frozen view of imparting and receiving knowledge. Now let's consider another way of approaching the problem, that is, let's slightly increase the role of the teacher in the course of the lesson. For example: the process of reinforcing the subject of the lesson and communicating the learned knowledge by juxtaposing the studied topic with another topic that is not yet studied, but which makes you think a little, by asking the student to give his opinion on these two topics, we create a situation for the student to compare, speculate and freely express his opinion. Different ideas and thoughts appear in each of the students of the class. Each student's opinion is taken into account and opinions are compared. Selected opinions will be discussed by students. At this time, research and creative approaches arise in the mind of every student. A new situation and different aspects of this concept appear in the imagination of the student. The process of students communicating with each other, exchanging ideas and thinking occurs automatically. Now, the next stage of the lesson is to directly connect thoughts with the previous topic in the process of explaining the new topic, to give primary information about the new topic, to ask students for their opinions at the culminating point that reveals the main content of the topic, to enter the situation 3 -4 method is given as an example.



For example: in the student's technology lesson, let's consider the method of sewing patterns for placing soft napkins on the table based on goldsmithing, one of the folk arts. For example, we put jugs, pomegranates, peppers, towers, etc. as decoration of these molds. The reader, through his ingenuity and taste, visualizes these molds in their finished state and chooses one of these pictures as a decoration for the mold. Now the student is in a hurry to quickly finish what he started and see the result. Of course, the teacher should not be left out in this process. The teacher should express his opinion by saying how correct the student's choice is or if he deviates from the topic in some places. Now the student begins to feel comfortable as the main operator of the process. In the process of research, the student encounters new information. It should be taken into account that this information is directly related to the previous topics of the student, and that new thoughts and ideas have appeared on the topics covered.

The most important thing is that the student's self-confidence increases, and some sleeping directions in his mind gradually start to wake up. When the templates, which are the product of teacher-student cooperation, are ready, the product's advantages, positive features, mistakes and shortcomings are immediately visible. The student enjoys the product of his creation, the creativity begins to develop in his psyche. Satisfaction with one's work, new ideas and thoughts begin to appear during creative production. This is the most important situation. First of all, the student's self-confidence increases, love for the field of interest awakens in his worldview. Due to this behavior, healthy competition appears among students. Other students also develop a sense of intellectual exploration, creation, and aesthetic pleasure. The most important thing is that now the student turns from an ordinary student into a creative student. Now he begins to look creatively at everything around him. From ordinary things, he starts to create unique, original news. Other options of soft napkin molds begin to appear before your eyes. In the process of research, the student's activities automatically become interdependent. Mathematical calculations with the science of mathematics, with various drawings, painting and drawing science, in the process of choosing colors, it is necessary to learn information about the sciences of biology and geography. The student's aesthetic taste increases. In the course of the lesson, when the student describes what he has created, several features of it come to light.

1. Expressing one's opinion.
2. Being able to demonstrate one's talent.
3. To be able to express one's personal opinions and views.
4. Influence others through these works.
5. The most important thing is to be satisfied and enjoy your work.

In the context of the introduction of digital technologies (computer, radio, television, Internet, telephone, etc.) into all spheres of education and society, immediate mastery of complex technical levels affecting the development of technical abilities of students, critical thinking, generalization, ob in learning to classify objects; getting acquainted with the basics of various scientific disciplines; The science of technology has a great role in deepening and systematizing knowledge in various scientific fields.

Psychodiagnostics of creative thinking and creativity is one of the most controversial areas of modern psychology. The first and main reason for this is that until now it is difficult to come



to a common conclusion in the debates about the relationship between intelligence and creativity in science, the role of the mental capacity in creative activity.

Undoubtedly, high creative abilities are not a single or even a product of several factors, but a large complex of pedagogical and psychological conditions.

D.B. Bogoyavlenskaya divided creativity into the following three main types: 1) Stimulus-productive activity - it has the character of productivity determined by the action of some external stimulus. A high score in this section reflects a high level of development of mental ability and is the same as the concept of "general talent". 2) Heuristic activity is creative in nature. Having a sufficiently reliable method of solving a problem, a person continues to analyze the structure and composition of his activity, compares separately taken issues. All this leads to the creation of new and unique ways of solving problems. Each newly discovered regularity is evaluated by the heurist as a creative discovery. At the same time, it is considered only as a new "own" method that allows solving the problem; 3) creative (creativity). In this case, independently determined empirical laws are not used as a solution, but appear as a new problem.

Creativity (creativity, English creativity - creativity) is a word that is difficult to define. If a person has created something unusual and at the same time important and useful, we call it "a creation". Thus, creativity is defined not as an end, but as an outcome. For a long time, it was believed that creativity is a unique ability given to man by nature, which is not given to everyone. Psychologists say that the characteristics and personal qualities necessary for creativity develop directly in the creative activity of students. Creativity is a human activity of creating material and spiritual wealth, in which human thinking, memory, imagination, attention and will are actively involved, and all knowledge, experience and talent are displayed. Technical creativity is in the mind of the student, directly observed and transformed in practice, in addition to reality, "yes, it forms an imaginary field, in which various mental actions change, merge with others. , which forms an integral cognitive structure" next to jara. As a result, it is an activity that gives the student the opportunity to draw conclusions, make hypotheses, and think in the field of probability.

There are ample opportunities to develop constructive and technical abilities of schoolchildren, various designs are created by using various materials, constructors and technical items. Acquaintance with mechanisms, machines, robot models, technological devices that are not related to the material being studied at school, many schoolchildren often perceive them in a general sense, and the importance of machines, models, mechanisms makes it difficult to understand the elements.

The development of students' technical creativity is carried out in three stages:

The first stage - motivational-targeted - the teacher introduces students to the future state of creative modeling, introduces them to modern machines, the process of creating products in industrial conditions. Students learn to make flat and three-dimensional geometric shapes "step by step". At this stage, using interactive methods, students have the opportunity to visually imagine machines and mechanisms, gain knowledge about their operation, structure and principle of action. Schoolchildren see how modern technologies perform complex operations with minimal human involvement. The teacher, together with the students, engages the students



in a conversation with the analysis, makes the content of the studied material problematic, and activates the students' interest in knowledge in creating a model of such a machine.

The second stage - modeling and construction - the teacher, based on the implementation of interactive technologies (brainstorming, problem tasks, role-playing games, etc.), introduces students to the state of joint technological creativity, next to which the object a technological scheme is developed, the functional relationships of the components are determined. At this stage, students begin a serious, thorough study of various designs, which requires thoughtfulness, consistency and flexibility, seeing and using analogs around them in the world. The third stage - demo - students tell their parents, peers in the form of a report, exhibition or report about the machines they have made, their performance and rationality, their contribution to the development (under the guidance of the teacher ) and get emotional satisfaction from the work done. At this stage, the transition from static to dynamic models is made.

The following can be noted as the most important methods of training students for creative activities:

1. Creative work training. This is a system of exercises in which each exercise and all sets of exercises serve to develop the creative potential of an individual or a whole group. It should be noted that these exercises represent a specific system rather than a complete set. This system of exercises creates a basis for telling what characteristics and abilities of the subject are considered important in human creative actions.
2. Problem solving. Teaching problem solving is an important method of preparing students for creative activities, when students practice creatively in solving them.
3. Joint action.
4. Creating projects.

The development of intellectual creative skills in students is carried out through methods that activate their cognitive activity (problematic teaching, discussion, problems and exercises requiring creative application, analysis, synthesis, generalization and systematization of the knowledge acquired by students). It should be noted that solid and conscious acquisition of knowledge using interdisciplinarity can be realized only in the conditions of problem-based teaching. The creation of a problematic situation in which the student is required to solve an unfamiliar problem using the existing theoretical knowledge, practical and production experiences by the teacher, sharply increases their thinking activity and activity.

With the increasing number of scientific discoveries and inventions in the modern world, the desire for creative people is also increasing. A person with an insufficiently developed level of creative activity has difficulty finding answers to new questions and solutions to problems presented to him by the environment. On this basis, the lack of a creative approach is embodied as one of the causes of human maladjustment. After all, creativity is an integral part of the process of active adaptation to a new environment and full self-expression as a person.

In conclusion, the issue of a creative approach to teaching is the organization of the pedagogical process focused on individual capabilities, the selection and implementation of the necessary teaching technologies that allow learners to think creatively and independently, as well as the teacher's It is considered one of the forms of modern approach to teaching based on



professional-innovative competence. In the process of gradual development, these features lead the student to perceive the lesson as a creative situation, not as a simple lesson or learning time.

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