



DEVELOPING THE CREATIVE COMPETENCE OF A FUTURE PRIMARY SCHOOL TEACHER AS A SOCIAL PROBLEM

Nasiba Bayturaeva

Senior teacher of Jizzakh State Pedagogical Institute named after A.Kadiri.

Annotation:

In this article, all the problems related to the development of creative competence of the future primary school teacher are considered.

Key words:

Education, upbringing, development, attitude, knowledge, skills, qualifications, creativity, competency, elementary school teacher, ability, emosiya, experience.

The problem of activating the creative activity of teachers and students has always been one of the most pressing issues in the theory and practice of teaching. Particular attention should be paid to the training of future primary school teachers. In order to develop the creative competence of a future primary school teacher, it is necessary to consistently influence its components in sequence, based on the signs of ability already present in the individual. Here we see one of the most important elements of the educational process - the educational institution and its specific features. The development of creative competence requires the existence of a creative educational institution. We turned to the philosophical research of Plato and Gegel to determine the essence of the creative competence of future primary school teachers. These great thinkers saw in the phenomenon of 'essence' the essence of what was given, in contrast to all other things, and in contrast to the cases that change under the influence of certain circumstances. They interpreted the essence of things as an absolute thing in independent change. In our view, the meanings of 'fit' and 'achieve' are the basis of the concept of competence. Philosophically, competence includes: the scope of powers conferred on a particular body or official by law, statute or other document; means knowledge and experience in a particular field.

In the encyclopedia, the concept of competence is given as the sum of the powers, rights and responsibilities of a body or responsible person. The encyclopedic dictionary defines the concept of competence as "the scope of powers conferred on a particular body or official by law, charter or other document; knowledge or experience in one or another specific field", from Latin *competo* - to achieve, conform.

X.A. Turakulov's pedagogical dictionary defines competence as "a range of issues that a person is well aware of."

The dictionary of foreign words defines the concept of competence (latin.*Competentia*) - "the scope of issues that are relevant to a particular body or official on the basis of the law, the knowledge and experience of this person; competence is a latin. *Competens, competentis*) - to have competence; distinguishes one from another by giving definitions of having knowledge that allows one to think about something (issue, event, concept) and make a decision.

"Achieving" means "achieving" the process-specific nature of the action and defines the dynamic nature of this category of competence. Hence, the main decisive difference between competence and competence is that competence is a concept that defines the field of activity of

a particular person, and competence, in turn, is a functional concept that is manifested in the results of activities.

The theoretical analysis of psychological and pedagogical research conducted in our country in the field of professional competence of the teacher shows that there is a difference in the conceptual interpretation of the category of competence.

According to scientists, it is considered in terms of the formation of professional requirements (Musurmonova O, Muslimov N.), as well as in terms of a new approach to the development of educational standards (F.G. Yalalov). All researchers who have studied the nature of competence from an operational point of view focus on its multifaceted, multi-planned (layered) and systemic nature.

According to B.S. Abdullaeva, competence is not just the acquisition and acquisition of knowledge, but the renewal (replenishment) and application of it in certain conditions, that is, the acquisition of operational and mobile knowledge; it is the flexibility and criticality of the idea that implies the ability to choose the most optimal and effective solutions and to reject (refute) the wrongs (lies).

According to the scientist O.Musurmonova, professional competence is the ability of a teacher to turn his profession into a tool for the development of the child's personality, taking into account the restrictions and guidelines imposed on the educational process by the requirements of pedagogical norms. According to N.Muslimov, the concept of "pedagogical competence" includes knowledge, skills, abilities, methods and ways to implement them in activity, communication, personal development, as well as activity, communicative and social competencies.

Sayidaxmedov N.S., Sharipov Sh.S. According to such scholars, the nature of competence is structured in such a way that, although it is a product of education, it does not come directly from education, but is the result of the individual's self-development, the result of not only technological but also personal growth, self-organization, and generalization of activity and personal experience. is the resulting result. Competence is a way of having knowledge, skills and literacy that helps a person realize their potential and capabilities and find their place in this world.

It is expedient to study the creative competence of the future primary school teacher in terms of approaches to understanding the essence of the most common primary education in pedagogy:

- an acmeological approach that defines the specifics of the development of the adult in professional activities, the content of the process of achieving the peaks of development of creative competence of the future primary school teacher, the development of adult creativity, the recognition of individual differences. Turakulov, N.O.Usmanov, Khasanboeva O, Azizkhodjaeva N.N, J.Khasanboev);

- A systematic approach that takes into account the psychological conditions of the development of creative competence of the future primary school teacher, coordinates the subsystems (substructures) that make up a complex system of professional competence and allows to determine their subordination (H.A. Turakulov, N.Abdullaeva, U.Tolipov);

- based on the competence that helps to develop a model of formation of creative competence of a future primary school teacher in terms of skills to develop ideas and the ability to apply them in the educational process aimed at improving the quality of education, self-determination, individuality and socialization; approach;

- a personal-activity approach that focuses on the development of creative competence to the individual as a goal, subject, and outcome. Of particular importance for our research was the emphasis on the traits, characters, creative possibilities, and self-development given for an

individual's unique ability. For us, the conditions of creative self-development of the teacher in terms of the organization of professional activity;

- contextual approach, which is the basis for professional development and independent learning of the future primary school teacher. The concept of 'context' is a meaning-generating category that enables the teacher to engage in professional creative activity;

- an andragogic approach that allows to build a model of formation and development of creative competence of the primary school teacher, based on the idea that the actualized life experience of an adult is one of the sources of his creative self-development and independent learning;

- A system-based approach that provides for the creation of conditions for the general, professional and creative development of the individual. Based on this approach, individual programs of professional development of the future primary school teacher are developed and implemented, and the main results of the personal development of the future primary school teacher are highlighted in the context of the main tasks of organizing creative activities. The analysis of the above approaches allows all of them to reflect the essence of the events under consideration, complement each other and determine the strategy and outcome of the process of developing the creative competence of future primary school teachers in the context of professional independent learning activities. The personal-activity approach to the problem of competence allowed to develop the concept of "teacher's creative competence", which is reflected in the creative and productive activity of the individual, which we understand as a professionally important aspect (feature) of the individual.

The creative competence of a future primary school teacher is a mental and pedagogical value, and the level of its formation is one of the factors that positively affect the success of educational activities. A teacher's creative competence is an integral part of his or her professional competence. The level of success of pedagogical activity, high labor productivity has always been one of the main criteria in the expression of the definition of a professionally competent teacher. According to our understanding, a creative teacher is a person who has his own goals, values and beliefs, is able to solve life problems, is ready to realize his potential and opportunities, to develop himself, to express his personality, to present his personal potential and abilities, is a person with non-standard thinking, own personal identity, intellectual independent learning skills, able to create new material and spiritual values.

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