

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

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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, competence elementary school teacher, ability, emotion, experience.

In the theory and practice of teaching, the problem of activating the creative activity of teachers and students has always been one of the most urgent issues. To the training of future primary school teachers, particular attention should be also paid. Moreover, in order to develop the creative competence of a future primary school teacher, it is vital to consistently influence its components in a consistent manner, based on the traits already present in the individual. Here we consider one of the most important elements of the educational process - the educational institution and its characteristics.

The development of creative competence requires the existence of a creative educational institution. To determine the essence of the creative competence of future primary school teachers, we turn to the philosophical research of Plato and Hegel. These great thinkers thought that in the phenomenon of “essence” the spirit of what is 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 absolute things that do not change independently. *Essence* is a set of deep connections, relationships, and internal laws that determine the basic features and traditions of the development of a material system.

Simultaneously, it is important to distinguish between the concepts of “competency” and “competence”. In our opinion, the meanings of “agree” and “achieve” are the basis of the concept of competence. Competence in philosophical sense means: the scope of powers conferred on a particular body or official by law, statute or other document; knowledge and experience in a particular field. The encyclopedia defines the concept of competence as a set of powers, rights and responsibilities of a body or a responsible person.

A linguistic dictionary interpretes competence as “the range of powers conferred on a particular body or official by law, statute or other document; knowledge and experience in one or another specific field”; from Latin *competo* - to achieve, to conform, to suit.

The main decisive difference between competency and competence is that competency refers to a concept that defines a particular person’s field of activity. Competence, in turn, is a functional concept that is manifested in performance.

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

Competence is not simply the gaining and acquisition of knowledge, but the updating (replenishment) and application of it in certain contexts, clearly the acquisition of operational and mobile knowledge; it is the adaptability and criticality of the idea that implies the ability to choose the most optimal and effective solutions and to reject (disprove) the falsehoods.

According to O. Musurmonova, professional competence is the ability of a teacher to turn the 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 the pedagogical norms of education. The scientist demonstrates competence in the following:

- ✚ in the field of personal qualities: empathy, kindness and social reflection, self-organization, general culture;
- ✚ in setting goals and objectives of pedagogical activity: the ability to set goals and objectives in accordance with the age and individual characteristics of students, the ability to turn the subject into a pedagogical task, the ability to engage students in the process of expressing goals and objectives;
- ✚ encouraging students to engage in educational activities: the ability to create conditions that ensure success in educational activities, the ability to create situations that provide positive motivation for students, the ability to create the conditions for students to be self-motivated;
- ✚ in the development of action plans and pedagogical decisions: the ability to choose and implement a curriculum, the skill to develop their own program, methodological and didactic materials, the ability to make decisions in pedagogical situations;
- ✚ in providing the information base of pedagogical activity: competence in teaching methods, competence in the subject taught, competence in the subjective conditions of activity;
- ✚ in the organization of pedagogical activity: the ability to establish subject-subject relationships, the ability of students to organize educational activities, the ability to carry out pedagogical assessment.

We have studied the creative competence of a future primary school teacher in terms of approaches to understanding the essence of the most common primary education in pedagogy as follows:

- to find out the specifics of the development of adults in professional activities, the content of the process of achieving the peaks of development of creative competence of the future primary school teacher, the content of independent education, the development of adult creativity, recognition of individual differences an acmeological approach that defines the specifics of the context;
- 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 interdependence;
- education aimed at developing the skills of developing ideas for the model of formation of creative competence of the future primary school teacher and the development of their goals of improving the quality of education, self-determination, individuality and socialization a competency-based approach that helps to create a person with the ability to apply in the process of effective implementation in terms of development;
- a personal approach to the development of creative competence, which focuses on the individual as a goal, subject and outcome. Moreover, importance for our study was the emphasis on the characteristics, signs, creative possibilities, and self-improvement given to an individual's unique ability. For us, the conditions for the 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 meaningful category that enables the teacher to engage in professional creative activity;
- 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, which allows to build a model of formation and development of creative competence of a primary school teacher andragogic approach;
- 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. Systematic analysis of creative competence and identification of its elements, methods of influencing their internal organization and interaction; the functions performed by the system being modeled; to distinguish the ways of its emergence and prospects of development.

The personal-activity approach to the problem of competence has 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. In the proposed interpretation, the teacher's creative competence is a professional trait that requires a multifaceted approach to the study of this trait.

According to our understanding, a creative teacher is a person who has his own goals, values and beliefs, and who can solve life’s problems, realize his/her potential opportunities, develop himself/herself, ready to express their personality, to present their personal potential and abilities, to think non-standard, his/her own personal identity, intellectual independent learning skills, who can create new material and spiritual values.

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