



# PEDAGOGICAL - PSYCHOLOGICAL FEATURES OF IMPROVEMENT OF THE FORMATION OF THE PERSONALITY OF A CREATIVE TEACHER

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## ANNOTATION

*This article was put forward to answer the question of what should be the result of the education of the idea of competent education. And the Kompetent approach teaches to get out of the problematic situation caused by the conflict between ensuring the quality of education and the fact that it is not solved by means of traditional methods, that is, increasing the volume of information to be mastered. In addition, the role of language education in the development of professional competences and communicative competences the issues of solving the issues of communication that are relevant in the domestic, educational, production and cultural life of a foreign language medium, achieving the objectives of communication with the help of language and speech tools are considered.*

**KEYWORDS:** *professional communication, competency approach, communicative competence, speech development, language education.*

## DISCUSSION

In our country, many reforms are being carried out in order to regularly increase the effectiveness of education and training among developed foreign countries at the level of modern requirements, to train teachers with high pedagogical skills in order to bring a high spiritual and educated, mature, competent person to adulthood, to carry out harmonious development of their spiritual and moral qualities. Continuing education is the basis of the personnel training system, one of the prints of its organization and development is the identification of creative young people, the creation of conditions for them to receive at the highest level of education, consistently fundamental and special knowledge.

Since the first days of the presidential activity, the head of our state has been paying attention to the issues of training innovative and creative thinking modern personnel in our country, educating young people in the spirit of patriotism, as owners of high spirituality, improving the educational system for this purpose. Young people with creative abilities are a factor that ensures socio-economic development of the Republic of Uzbekistan and its worthy place in the world community and is considered an ornament of our nation. Therefore, general secondary education has become one of the pressing problems of pedagogical science, the development of the scientific basis of such processes as the identification

of students with creative abilities, who can think quickly and logically on the subject of mathematics, the development of their abilities.

Creativity (lat., Eng. "create" – creation, "creative" creator, creative) - individual's creative ability to characterize readiness for the production of new ideas and to be part of creativity as an independent factor[1].

One of the topical issues in the science of pedagogy and psychology is the identification of mental abilities and creative nature, revealing the basics and legalities of children's mental development.

Students' creative abilities are a reserve of the country's scientific technical development and one of the foundations of the possibility of human development. In this regard, the study of the qualities of students with creative abilities, its diagnosis, the creation of its methods and the identification of their abilities is an urgent problem of modern pedagogy. The issue of the development of mathematical creativeness of students requires special research because of their nature.

In the educational and methodological manual "pedagogical competence and fundamentals of creativity"[2], the following points are expressed: "Creativeness is manifested as a set of skills associated with personality traits of creativity. Creativeness involves a high level of sensitivity,



intuition, anticipation of results, fantasy, research and reflexion with respect to problems that involve it.

Creativeness of a person is manifested in his thinking, communication, feelings, certain types of activities. Creativeness characterizes an individual as a whole or as its specific characteristics. Creativeness is also reflected as an important factor in creativeness. It remains to say that creativeness determines mental acuity.

It turns out that creativeness is a process that is directly related to the individual-psychological characteristics of the individual. And its development is influenced by the process of intellect-intuition-logical thinking.

As can be seen from the analysis, the problem of creativeness was studied to a certain extent within the framework of studies on philosophy, sociology, socio-pedagogy, general psychology. However, the main focus in this research work is on aspects of creativeness related to personality potential, creativity in thinking, intellectual creativeness issues.

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But while the issue of creative aptitude development in future teachers under study as a research problem implies a different bias towards this process. The main emphasis is not on the discoveries that are significant for society, but on the effectiveness of the pedagogical process, the search for new forms, methods and tools of teaching, which create favorable conditions for the study of successful interaction of teachers and students, the formation of skills to find the right way in unexpected pedagogical situations.

If intellectual creativity is characterized by the creation of a new idea, discoveries that can serve the interests of society, the people, pedagogical creativity is directed at the development of the reader's personality as well as ensuring the effectiveness of the pedagogical process.

Proceeding from the above comments, pedagogical creativity can be described as follows: "pedagogical creativity is an important quality in the successful organization and implementation of the pedagogical process, which is manifested as the teacher's cognitive activity, non – standard way of thinking, independence and acting skills".

The fact that the theoretical issues of professional formation of future teachers, creativeness is a characteristic manifestation of pedagogical creativity professor N.N.Azizkhodjaeva's research, both are scientifically justified. The scientist points out that the development of creative function in future teachers, their preparation for innovative activities, correct perception of pedagogical reality, formation of professional knowledge, decision-making of

pedagogical reflex and hence the leading factor in the acquisition of the secrets of pedagogical skill[3].

1. Creative thinking, according to Drapeau Patti's point of view, is primarily a comprehensive thinking on a particular issue. Comprehensive thinking requires students to rely on many ideas in carrying out their teaching assignment, issue and tasks. In contrast, one-sided thinking represents the justification for the only correct idea. One cannot deny one of the unilateral and multilateral views on the issue in the proceedings. Consequently, one and all-round thinking is equally important in the formation of creativity. That is, in carrying out the task, when solving the issue, the reader looks for several variants of the solution (multilateral thinking), and then stops at the only correct solution that guarantees the most optimal result (one-sided thinking)"[4].

It has not been so long since the concept of creative pedagogy began to be used in modern pedagogy. However, the need to decide innovative and creative approaches to the teaching process ensured the formation of creative pedagogy as an independent subject among the pedagogical category subjects. In recent years, special and serious attention has been paid to the formation of creative qualities in students and students in the educational system of the leading foreign countries.

In order to fully understand the general essence of the process of developing the qualities of creativeness in a person – initially - it is necessary to understand the meaning of the concept of creativeness.

Pedagogical creativity consists of communicative and didactic creativity. Didactic creativeness manifests itself in the pursuit of intellectual riches and, at the same time, in the ability to innovate. Communicative and didactic creativeness is the basis of pedagogical abilities. Pedagogical ability influences creativity ability and in turn develops the internal system. The ability of pedagogical creativity, when the internal system and the general intellect intersect, the product of creativity is created.

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