

FORMATION OF CREATIVE COMPETENCE IN FUTURE TEACHERS

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ABSTRACT

The purpose of the study is to reveal the impact of innovative technologies on developing creative activity of future specialists. In the course of experimental work, the main innovative methods to promote the formation of students' creativity were identified, the practice of using case-method and features of the case-forming technology to form students' creativity were described.

Keywords: innovation; case method; creativity; creative thinking and social activism of future specialists.

Introduction

The most important potential for the innovative development of society and the state is education, which directs the individual to the positive transformation of his/her own and surrounding life based on the experience of creative activity. Hence, the problem of developing scientific literacy, research and creative skills in students is of particular relevance. In this context, creative thinking and creative activity are considered as the goal and result of education.

The modern educational system is called to move to the concept of personality-developing teaching, ready to form a specialist with high creativity, able to think creatively. Creativity is most often associated with the world of art, with the ability to generate original ideas. In relation to teaching, not only unconventionality is important, but also usefulness and, of course, realizability in practice, which should be taken into account when teaching a future specialist [1:11]. Creativity as a characteristic of the innovator's personality is a key resource for economic and social development of innovation-oriented societies. Researchers note that creativity is a multidimensional and personal phenomenon. Creativity is a significant personal resource that allows a person to participate adequately in innovation processes. Innovative activity requires from the individual readiness to respond promptly and positively to the rapid pace of significant changes in life (innovation sensitivity and adaptability), as well as to act as an initiator and participant in the creation of innovations and their practical use. According to modern researchers, the ability to think outside the box is an important component of creativity, but it is also true that it is necessary to take into account other components of creativity: competence and motivation [1:12]. At the same time, competence cannot be defined only through the sum of knowledge and skills, as

circumstances play an important role in its manifestation.

Competence is a complex and multilevel phenomenon: it should be noted that not only educational competences, which constitute competence, but also social competences, which will help a future specialist to successfully cooperate with other people, defend his/her position, and show creative initiative, are emphasized. The ability to think creatively is most often defined as both flexibility and ingenuity in finding a solution to a problem. Motivation is seen primarily as internal motivation, which leads to original solutions, to passion for the search process. In this regard, in the formation of creativity of future specialists, we emphasized those innovative teaching methods that helped to master professionally important competencies and actively motivated students both in the process of comprehension of knowledge and in the future profession.

In our opinion, many innovative methods of work with students, including the case method, are called upon to play an important role in the formation of creative activity of the future professional. This method contributes not only to the mastering of educational information, but also teaches competencies important for a modern manager. The method of case analysis is the most acceptable, according to many researchers, interactive technology, because it is aimed at the formation of new psychological skills rather than at the mastering of knowledge [2:278]. This form of work allows the teacher to create such situations that allowed students to go beyond the egoistic position and helped to creatively realize the possibilities of joint activity necessary for future specialists. The essence of this technology is that the educational material is presented to students in the form of micro-problems, and knowledge is acquired as a result of active research and creative activity to develop solutions to the proposed situations. As the practice of using the case method shows that it activates students, which, in turn increases the effectiveness of professional training and also changes the level of learning motivation by stimulating the interest of students in the learning process.

As noted by researchers, the case method as a form of teaching and activation of the educational process allows to successfully solve the following tasks important for modern training of specialists: mastering the skills and techniques of comprehensive analysis of situations from the sphere of future professional activity; practicing the ability to demand additional information necessary to clarify the initial situation; acquiring skills to apply theoretical knowledge to analyze practical problems; visual representation of the originality of decision-making in the situation of the case. [1:205].

When using this method, it is important to take into account that cases should be developed and implemented in the system of teaching students taking into account a number of characteristics of their direction, ensuring the effectiveness of their use in training programs:

First, the case should correspond to the teaching objectives;

Secondly, the case should be as close as possible to the future real professional activity;

Thirdly, the task should be selected in such a way that it is possible to use different ways to search for solution options, the case material should not be outdated, it should be updated in parallel with changes in real practice [3:207].

In our opinion, in order to ensure high performance, the case method makes special demands on the teacher. In the process of implementing the case method, the teacher does not provide students with a ready-made solution to a particular problem under consideration; he or she only helps to search for ways to solve it [3:205]. At the same time, the teacher does not limit the students' freedom of thought, which in some way stimulates independence in choosing one or another solution to the problem, opens space for the realization of intellectual and creative potential of students. It is important that this technology contribute to the formation of not only a creative thinking professional, but also a conscious responsible personality, which in future activities will be able to correctly assess the difficulties arising in solving a particular management problem, and most importantly to overcome them.

Information sharing and cooperation have a positive impact on all three components of creativity: competence, creativity, and motivation. Any person enjoys his/her work more if he/she has an opportunity to cooperate and exchange information, which increases intrinsic motivation. The intrinsic motivation of students - future specialists increases when they see that people around them are enthusiastic about the activity. Case method allows, in our opinion, to teach students to prove their position, to bring interesting ideas and set creative goals as well as to monitor their emotions and psychologically, correctly to enter the process of communication with other people which is necessary for a creatively thinking professional.

As our practice shows, the initial material for analyzing the management situation is also important in the implementation of case technology. The material selected for using the case method should reflect real problems. It is necessary, in our opinion, that the plot and problems of the case should be somewhat known to the students, so that they do not get carried away by the narrative, but look for ways to solve the situation. In addition, the material should contain all the necessary data to solve the management problem, otherwise the solution will be one-sided. Interesting for the formation of competencies of a future specialist are those situations that give several possible answers. As our teaching practice shows, the case method is most productive in work with students who have some practical work experience. The use of this method in our practical work allowed us to increase the level of satisfaction with the profession. It is obvious that the more attractive sides a student sees in his/her future activity, the deeper and more positive is his/her attitude to it. Undoubtedly, the inner interest in a problem usually leads to extraordinary solutions, ultimately to the development of creativity.

Thus, it can be assumed that the case method is important in teaching disciplines, as its use forms creatively thinking specialists with a high index of satisfaction with the profession, which is necessary both for improving the quality of the educational process and for the development of society as a whole.

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