

THE FORMATION OF THE CREATIVITY OF STUDENTS DURING THE PERIOD OF PEDAGOGICAL PRACTICE

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Abstract

From the pedagogical point of view, the article reveals the place and potential of pedagogical practice in the formation of creativity among bachelor students, the factors of the development of creativity. Also, some interpretations of the concept of "creativity" are given and analyzed. The components of the development of creativity among bachelors in the process of teaching practice are shown.

Key words: creativity, bachelor's degree, teaching practice, higher education, professional development, creative activity.

President Shavkat Mirziyoyev at a video conference on October 30, 2020 to discuss issues of improving the education system in the country, accelerating the development of science: "If the methodology of teaching at school does not change, the quality, content and environment of education will not change", said Shavkat Mirziyoyev [1]. That is, the positive effect of the comprehensive reforms being carried out at all levels of the system of continuing education today depends on the creative attitude of teachers in educational institutions to their responsibilities and profession.

Creativity is an important professional quality of a teacher, which determines his success, demanding and competitive, professional development potential. The creativity of the teacher is manifested in pedagogical activity based on various types of pedagogical interaction, in solving creative problems at the methodological, pedagogical, educational and innovative levels.

Nowadays, in the process of professional training of a future teacher, the search for conditions for the development of his creativity, the analysis of negative factors that hinder his professional development and the creative potential of the student, an understanding of the stages of teaching in a system of continuing education as an environment for the development of professional orientation, the desire to apply innovations and creativity is taking place intensively. The State Educational Standard of Higher Education focuses on the process of preparing a future teacher to develop his or her creative pedagogical problem-solving skills, the ability to promote new decisions and put them into practice. The modern educator must be active in his creative, research and analytical activities, as this determines his creative readiness, which depends on his emotional and motivational state, as well as, in the opinion of V.G.Rindak [7], his creativity.

Creativity, or in other words, creativity is a quality or ability that is unique to a person. According to V.V.Moroz, creativity is the basis of discoveries and innovations, which are distinguished by two qualities: novelty and usefulness [5]. Teacher creativity is manifested in

professional activities based on different types of interactions [2] and solves creative problems at the methodological, pedagogical, educational, innovative levels. In addition, as noted by N.V.Kuzmin, the creativity of the teacher in the design of the student's personality, independent decision-making in unexpected situations are reflected in the construction of the learning process in accordance with the characteristics of children [4]. A creative teacher is able to develop and support students' creativity, creative abilities, and creative potential.

One of the efforts of the Republic of Uzbekistan to reform the education system requires that teachers work in line with modern requirements, have a deep knowledge, skills, qualifications and culture for the development of a fully developed personality. This introduced the concept of "creativity" to science. In particular, the development of scientific knowledge today, the impact of creativity on the development of the individual, society and the state requires an in-depth study of this issue from a scientific pedagogical point of view [13, p.661-662]. To develop the problem of creativity, D.B.Bogoyavlenskaya, A.V.Morozov, Ya.A.Ponomarev, B.G.Rindak, T.Amabayl, J.Gilford, E.P.Torrens, C.Mednik, R.Mey, A.Maslou, K.Rodgers, K.Robinson, these scientists have made great contributions. In recent years, Uzbek scientists have begun to study this problem.

Although the concept of "creativity" is closely related to the concept of "creativity", creativity is understood as a process that leads to the creation of something new, creativity is considered to be a person's potential, his inner resource, his ability to abandon stereotypical ways of thinking, as well as the ability to find new solutions to problems [6]. N.A.Stepanenko presents creativity as a process characterized by pragmatism, spontaneous activity, and creativity as a personal quality inherent in pragmatism and purposeful activity [9]. V.G.Rindak and A.V.Moskvina view creativity as a dialectical unit of the author's potential, its potential, relevant, systematic interaction with its fulfillment. They describe creativity as the ability to generate new ideas, to deviate from traditional schemes in thinking, and to solve problem situations quickly [8]. L.Z.Karaeva, analyzing the concept from a psychological and pedagogical point of view, said that "creativity is an integral part of human spirituality as a category that develops the individual, the factor of self-development of the individual, the basis of personal zeal, is not that the knowledge possessed by the individual is multifaceted, rather, in the pursuit of new ideas and in reforming and changing the established stereotypes in the process of innovation, it is manifested in making unexpected and unusual decisions in the process of solving vital problems" [13, p.667].

From the point of view of shaping the preparation for creative activity, the ability to form new ideas, the ability to apply knowledge in practice, competencies such as organizational and planning skills, research skills, the ability to adapt to new situations, the ability to critique and self-criticize, and interpersonal communication skills are of interest.

The primary task of pedagogical practice is to provide the bachelor with an initial experience of professional and creative activity, which allows to determine the professional identity and life orientation of the future teacher [3].

The development of undergraduate student creativity in the process of pedagogical practice should be provided taking into account the following components:

- an organization that allows students to rationally distribute their activities in order to achieve positive results in the acquisition and development of professional skills in a particular area of study;
- career-motivational, which consists of identifying important motives and emotions for designing a future career path and consciously managing professional reality;
- methodological-theoretical, i.e. the accumulated base of theoretical knowledge and general intellectual resources of the student;
- methodological and practical, including the basic skills and competencies of lesson design in accordance with the principles of teaching science;
- purposeful interaction organized by combining individual and group work using methodological tools of professional-pedagogical interaction, resulting in critical thinking in students, analytical skills and the ability to "see" the process and results of their activities;
- creative, which allows you to move freely in the changing educational space, to make the necessary changes in their professional activities and its content;
- reflexive, which determines the direction of pedagogical and methodological work, as well as the analysis of their activities, which allows to adjust the ways of self-development;
- based on an activity-based approach to the development of creativity in the process of pedagogical practice; In this case, students carry out three types of activities: 1) research (research in the field of pedagogical diagnostics, psychological diagnostics, teaching methods, techniques and tools, research in the field of learning objectives and content, research in the field of methods, techniques and tools for assessing student achievement, pedagogical reflection) [12]; 2) project (design of lessons with the obligatory use of creative forms, methods and technologies of teaching); 3) analytical (analysis of own pedagogical activity, analysis of activity of fellow-practitioners, analysis of the activities of teachers in the educational institutions where the internship takes place, analysis of advanced pedagogical experience).

According to E.E.Shcherbakova, in the context of vocational training, the positive values of university students can be developed through the formation of pedagogical creativity as an integrative education. The development of pedagogical creativity of the author is a valuable focus on creative work, the pursuit of professional development, emphasizes that it is related to supplementing one's own experience and learning from the experience of others [11].

One of the tools for the development of bachelor's creativity in the period of pedagogical practice is the performance of creative methodological tasks. A creative task is a task in which you have to find a new algorithm to solve it. The creative methodological task will focus on solving a standard methodological task using non-standard forms, styles, and techniques. A creative task (task, "exercise is a task that includes insufficient conditions to solve (perform) it, has an area of uncertainty or uncertainty, the parameters of which make it

necessary to activate the imagination to fill it with potential for solving and performing”) [10, p. 41].

So, in the study of the problem of creative development to determine the role of creativity in the system of undergraduate competencies, many unresolved issues related to the disclosure of technological aspects of the development of creativity, the potential of the education system to develop students' creative abilities and the possibilities of creativity in the professional development of the future teacher may be overlooked.

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