

# Using of Technology in the Formation of Creative Competence

Inessa Vyacheslavovna Morkhova<sup>–</sup>

**Abstract:** *This article was written with the aim of development the technology of forming the creative competence of a future teacher. In accordance with the purpose of the study, the research objectives are defined: to analyze and summarize the historical and pedagogical domestic and foreign experience and the current state of the problem of improving the technology of creative competence of a future teacher, also to improve the typology of teachers in terms of the level of creative approach to the student's creative development, to develop a system of innovative technology improvement modules the formation of creative competence of students; substantiate the need for qualitative formal and substantial changes in the course of general pedagogy at a pedagogical university, taking into account the creative nature of the teacher's activities and experimentally confirm the effectiveness of the proposed system, introduce it into the practice of preparing a future teacher.*

**Keywords:** *unconventional thinking, creative competence, psychological tests, creative personality.*

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## I. INTRODUCTION

Today, at the stage of constant modernization and fundamental changes, both in the political and in the socio-economic spheres, we should not forget, based on the realities of life, about changes in the education system. The education system requires completely new teachers who are able to carry out innovative learning and creative development of students professionally, competently and creatively [30].

A fundamental problem is the strategy and development of new pedagogical conditions and the training base of a modern teacher, both as a professional and as a creative person. Studying and improving the technology of forming a modern teacher, it is important to form creative competence with him.

## II. MATERIALS AND METHODS

Objective: to improve the technology for the formation of the creative competence of a future teacher.

In accordance with the purpose of the study, the objectives of the study are defined:

- To analyze and summarize the historical and pedagogical domestic and foreign experience and the current state of the problem of improving the technology of creative competence of the future teacher.
- Improve the typology of teachers according to the level of creative approach to the creative development of the student.
- To develop a system of innovative modules for improving the technology of the formation of students' creative competence.
- To substantiate the need for qualitative formal and substantial changes in the course of general pedagogy at a pedagogical university, taking into account the creative nature of the teacher's activities and experimentally confirm the effectiveness of the proposed system, introduce it into the practice of preparing a future teacher.

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<sup>–</sup> **I.V.Morkhova**, a Senior Teacher of Chair of General Pedagogy, Tashkent State Pedagogical University named after Nizami, Tashkent city, Uzbekistan. Email: [inessa\\_74@tdpu.uz](mailto:inessa_74@tdpu.uz).

Object of research: in the process of improving the technology for creating the creative competence of future teachers, 350 respondent students from Nizami Tashkent State Pedagogical University (Tashkent), Karshi State University (Karshi), Kokand State Pedagogical Institute (Kokand) participated [15].

The subject of the study is the forms, methods, and means of improving the technology for the formation of creative competence of future teachers at a university.

Research methods: theoretical analysis method (comparative, comparative, retrospective); methods of scientific knowledge (comparison, comparison of various documentary and research data, synthesis, abstraction); prognostic methods (generalization of independent characteristics, modeling); empirical methods (observation, analysis of activity products, experiment); sociological methods (questioning, interviewing, testing); statistical methods.

The scientific novelty of the study lies in the fact that it:

1. The technology for the formation of the creative competence of the future teacher in the system of teacher education has been improved as a new scientific justification for improving the quality of professional training of specialists.

2. The model of optimal improvement of the pedagogical preparedness system of the future teacher focused on the technology of formation of his creative competence at various levels of teacher education has been improved; the characteristics of the individual educational routes of future teachers with a certain professional-typological affiliation are clarified.

3. An improved technology for the formation of the creative competence of the future teacher in the system of teacher education has been developed, including the content of the stages of the pedagogical process, a set of new methods and forms of educational and creative activity.

4. An improved system of methods and techniques of pedagogical conditions for the formation of the creative competence of the future teacher, which consists of general pedagogical, methodological and specific conditions, has been identified, theoretically justified and experimentally verified [15].

### **Literature Survey**

Questions about the methods, techniques and technologies for the creation of creativity, creative abilities, professional and creative competence, the use of information technologies in the context of various subjects in the training of future specialists are considered in studies A.A. Abdurkodirov [1], N.N. Azizkhodzhaeva [3], U.S. Begimkulov [5], R.Kh. Dzhuraev [6], U. Tolipov [24], D. Ruzieva [22, 23], M.Kadirova [8], I.Morkhova [15], G. Kitajgorodskaya [10], D. Makhmudova [11, 12], N. Rustamova [17, 18, 19, 20, 21], J. Guildford [7], E. Torrance [25], C. Rogers [16], A. Maslow [13], R. Kegan [9], A.V. Tutolmin [26, 27, 28], T. A. Marfutenko [14] highlighted important aspects of the problem.

### **Theory and Discussion**

The requirements for the training of a new generation of personnel are determined and strengthened, including pedagogical, using new pedagogical approaches in the educational, educational process, innovative technologies - structurally meaningful, organizational, procedural, methodological, personality-oriented, professional - and social directed.

Professional qualities necessary for the teacher: interest in people and working with them, the presence of need and communication skills, sociability, communicative qualities; ability of emotional empathy and understanding of people; flexibility, operational and creative thinking, providing the ability to quickly and correctly navigate in a changing environment of communication; the ability to feel and maintain feedback in communication; the ability to control oneself, one's psychological state, one's body, voice, facial expressions, the ability to control

one's mood, thoughts, feelings; ability to spontaneity; the ability to predict possible pedagogical situations, the consequences of their impacts; good verbal abilities: culture, speech development, rich vocabulary, proper selection of language tools; ability to pedagogical improvisation, the ability to use the whole variety of means of influence (persuasion, suggestion, the use of various methods of influence, "devices" and "extensions") [15].

The theory of the formation of the creative competence of a future teacher. In this part of the work, characteristics of the levels of professional competence, professionalism, and the creative personality of a future teacher in the educational space of pedagogical practice are given, which, of course, a teacher should have. The characteristic of the conceptual ideas of the formation of creative competence is formulated, formulated as a result of clarifying the concept, structure of the studied pedagogical phenomenon, the characteristics of the main components, functions, criteria of creative competence, analysis of leading trends, the principles of its formation and development in future teachers in the process of teacher education.

The theoretical substantiation of constructing a projective model of the optimal functioning of the system of pedagogical professionalization focused on the formation and development of the creative competence of the future teacher is given.

From the perspective of the anthropological approach, the strategy of modern teacher education is the development and self-development of the personality of the teacher, capable of not only serving the existing pedagogical and social technologies, but also going beyond the normative activities, implementing innovative approaches, and creative processes in a broad sense.

The basis of the activity approach is the dialogueization of the educational process, which determines the subject-subject interaction of students and teachers, self-actualization and self-presentation of the personality of the future teacher. The teacher not only teaches and educates but also stimulates the student to general and professional development, creates the conditions for self-movement. In terms of the foregoing, the praxeological (vocational and pedagogical) activity is defined by us as meta-activity, because the content of consciousness of the future teacher is not introduced from outside, but is developed in the process of independent work and teaching practice [15].

The implementation of the laws of training, education and self-development of the personality of students in the process of teaching practice is facilitated by its technology. In our opinion, pedagogical technology is an ordered set of actions, operations and procedures that take place under the influence of certain organizational and didactic conditions, instrumental in achieving the predicted result, guaranteeing the proper level of effectiveness and quality of student training.

When modeling independent work and pedagogical practice, the main stages of the strategic technology for preparing students are the following: theoretical (orienting); theoretical and practical (stimulating) and action-practical (divergent).

From the very beginning, a student is placed in an active position, since academic subjects are presented in the form of subjects of activity (educational, quasi-professional, educational-professional). This allows you to use the student's full potential - from the level of perception to the level of social activity [15].

Justification of the conditions for the formation of the creative competence of teachers, in which certain changes have been made, requires a brief analysis of the features and disadvantages of teacher training.

The current system of professional training of teachers in modern conditions justifies itself only partially. The development of narrow professionalism, the representation of the subject teacher only as a specialist with good specialized knowledge of the subject, makes it to a certain extent limited, professionally indifferent, and deprives the fullness of the view on new facts and phenomena. The teacher becomes incapable of mastering new types of

cognitive tasks, problems, theories and methods.

Until now, many universities, in particular universities, are not focused on training a specialist who is able to create a developmental and educational environment as a condition for the life and formation of the personality of the pupil, but on preparing a subject teacher who carries educational information and controls its assimilation. The student, as before, is the object of the mass process of pedagogical reproduction, his creative personality is not being formed, conditions for the "piece-by-piece" training of the future specialist are still not created.

Our long-term observations of students at the Tashkent State Pedagogical University convince us that if the pedagogical process is focused only on the assimilation of fundamental or applied knowledge, it does not achieve the main thing - it does not prepare a future subject teacher who is able to effectively solve the problems of productive pedagogical activity. Even students with excellent knowledge can sometimes not transform them into methods of their own activity. The pedagogical process at the university is more often focused on explaining to students how to conduct educational work, how to work with schoolchildren, parents, etc. Future subject teachers, to the best of their intellectual abilities, learn all these "necessary", and really can't work "as needed". This once again indicates the presence of unresolved contradictions in the preparation of the teacher.

An analysis of the theoretical foundations, features and problems of preparing future subject teachers for professional activities allows us to put forward a hypothesis for subsequent experimental verification: the development of holistic professional competence of future speech therapists will be ensured if the learning process in junior high schools is based on the principles of subjectivity and professional -active education and will provide students with the assimilation of the standards of professional personality and spine: it will be organized early involvement of students in independent work on the subjects and practical training with providing scientific and methodological reflection; students will be included in the study of the personality and activities of teacher practitioners [15].

The essence of the principle of subjectivity is to position the future subject teacher when he implements the following activity components in the processes of educational and pedagogical, production practices:

- a) independent statement of pedagogical goals and objectives;
- b) mastery of a wide range of effects on students;
- c) constant self-monitoring of the progress and state of one's pedagogical activity. If one of the components of pedagogical activity is not sufficiently developed, then we can talk about the deformation of pedagogical activity: for example, if a student practitioner does not set pedagogical goals on his own, but mainly takes them ready from methodological developments, then he acts as a performer, and not the subject of his pedagogical activities, which reduces work efficiency.

### **III. EXPERIMENTAL RESULTS**

In the experimental work, the system of relations "teacher-student" is in the nature of interaction and cooperation, implying the subjectivity of the student's position.

A student always deals with a hierarchy of pedagogical tasks. Some of them (called global, initial, strategic) are set by society in their social order, these tasks are solved by all teachers (for example, to educate a young person as a citizen, a hard worker, a subject of continuous self-education, etc.). Another group of pedagogical tasks is also given to the teacher from the outside by the content of the subject, the type of educational institution (these are phased, tactical tasks). And, finally, the tasks depend on the specific contingent of students in this class and are determined by the subject teacher himself (operational pedagogical tasks). The competence of the subject teacher is not to miss the general pedagogical tasks and skillfully specify them depending on the conditions.

The essence of the principle of vocational education is the systematic formulation of tasks for students, similar

to those that they have to solve in their practical independent activities. The professional-activity principle allows organizing the development of professional competence of future subject teachers more effectively than the principles of traditional cognitive-oriented education.

The effectiveness of the formation of students, future subject teachers of professional and creative competence depends on the organization of the learning process in junior high schools on the principles of subjectivity and vocational education. The effectiveness of the formation of creative competence in junior students, in which students assimilated the standards of professional personality and activity, was ensured by early inclusion in production practice with high-quality scientific and methodological reflection, as well as the inclusion of students in the study of the personality and activities of practical teachers [15].

#### IV. CONCLUSION

1. The justification of the organizational and pedagogical prerequisites for the formation of a professionally prepared and creatively developed personality of the teacher, formed under the influence of significant socio-political and economic changes taking place in the country, allows us to consider creative competence as a qualitative neoplasm of the personality of the teacher, which was the result of the historical development of the theory and practice of professionalization of labor teachers and modernization of teacher education in modern conditions. When studying the grounds for creativity in pedagogical activity, their correlation with the prevailing practice of teacher training and the laws governing the formation of a professionally competent teacher, contradictions were identified, and a system of methodological foundations orienting in goal formation, substantive content, and methodological support for continuing teacher education was proposed as a tool for overcoming them [15].

2. The model and technology for the formation of the creative competence of a future teacher is justified and developed as an actualizing potential for improving the system of teacher education. Creative competence is defined as an integrative characteristic of the teacher's labor, which ensures the success of acting in typical and extraordinary pedagogical situations. Using the definitions of competence existing in the scientific literature, creative competence is presented as an alloy, i.e. the interdependent unity of his professional knowledge, pedagogical skill and readiness for creative activity, realized in the process of pedagogical work.

3. The created author's model for the formation of the creative competence of a future teacher at the 2nd, 3rd and 4th courses of teacher education include a managing, controlled, technological subsystem and a set of general pedagogical, methodological and specific conditions; characteristics of the main components, differentially-individual educational routes of students with various professional and typological conditions.

4. The developed criteria-level apparatus provides a practice-oriented solution to some issues of the theory of pedagogical monitoring and diagnostics, theory of qualimetry [15].

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