

DEVELOPMENT OF CREATIVE COMPETENCE IN FUTURE EDUCATORS

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ABSTRACT

Currently, in future educators, the professional competence of the educator in the development of creative competence has been highlighted characterization with creativity. Creativeness helps the educator to adapt to the flow of innovative changes that he has tried to shed light on in this article.

Keywords: Educator, creative, competency, Informatics, psychology, communicative.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The development of society, science and culture depends on the extent to which educational and educational work is carried out. This philosophical Creed is a social law that has a state significance. Without forgetting that the great future of the state, of course, is connected with the fate of young people with deep knowledge and perfection, we must remember that this problem can be solved by relying on the activities of skilled, educated educators.

In this regard, especially the development of the system of preschool educational institutions, the involvement of children in preschool educational institutions, the issues of preparation for schooling were considered one of the priority tasks of the state policy in the field of Education. In order to educate the generation harmoniously in our country, the most favorable organizational and legal conditions were created. The reforms carried out by the president of our country Shavkat Mirziyoyev in this sphere are consistently continuing, the development of the network of pre-school educational institutions on the basis of modern requirements and standards, their reconstruction and modernization are aimed at ensuring that the future owners grow up not less than anyone, as well as a worthy successor to the great.

The professional competence of the educator is characterized by creativeness. Creativeness is the desire and skill to create a new pedagogical reality at the level of a professional way of life, a multifaceted educational process and the goals of the system, Content, Technologies. Creativity helps the educator to adapt to the flow of innovative changes.

Professional knowledge at any level is capable of pedagogical reflex. Reflection is a special way of thinking, a examination of pedagogical reality, historical and pedagogical experience, a personality that is the bearer of a certain professional position. All the components that make up the above professional-pedagogical competence, form a complex structure, form an "ideal model" of a specialist, and as a result, densely merge and ultimately determine the description of the activity of the teacher's personality.

Competence is manifested and evaluated only in the process of activity, within the framework of a concrete profession. When assessing the activities of a teacher in a pedagogical environment, usually the term "pedagogical culture" is used. Pedagogical culture is associated

with the individual content of professional activity. Pedagogical competence ensures that the educator achieves high results.

Pedagogical culture gives an aesthetic form to activities and relationships. Pedagogical activity serves as a factor in the analysis of the concept of pedagogical culture.

It is also permissible to emphasize the essence of the process of cognition when it comes to the importance of practice, which is considered a source of knowledge.

Below is a brief summary of the essence of the adjective, which is reflected on the basis of professional competence.

Social competence is the ability to show activity in social relations, possess skills, be able to communicate with subjects in professional activity.

1) psychological competence - to create a healthy psychological environment in the pedagogical process, to establish positive communication with students and other participants of the learning process, to be able to understand and eliminate various negative psychological contradictions in a timely manner;

2) methodical competence - the rational organization of the pedagogical process from a methodical point of view, the correct definition of forms of educational or educational activity, the choice of methods and Means for its intended purpose, the effective use of methods, the successful application of means;

3) information competence - the necessary, important, necessary, useful information in the information environment, collection, sorting, processing and their targeted, reasonable, effective use;

4) creative competence - a critical and creative approach to pedagogical activity, demonstrating the competence of creativity;

5) innovative competence - improvement of the pedagogical process, improvement of the quality of Education, Promotion of new ideas on increasing the effectiveness of the educational process, successful implementation of them into practice;

6) communicative competence is the ability to sincerely communicate with all participants of the educational process, including students, listen to them, have a positive impact on them.

7) personal competence - to consistently achieve professional growth, to increase the level of qualification, to show their internal capabilities in professional activity.

8) technological competence - the acquisition of advanced technology, the use of modern tools, techniques and technologies, enriching professional and pedagogical BKM.

9) Extremal competence - rational decision-making in case of emergency situations (natural disasters, technological process out of work), pedagogical conflicts, possession of the skills of proper mobility.

In the work of pedagogical scientists, the various aspects and components of competence have been distinguished and studied, allowing to study it more comprehensively and painstakingly from a pedagogical point of view.

S.E. Shishov following definitions of competence are given by Shishov: - general competence based on the knowledge, experience, values and tendencies possessed by the study of reading; the ability to a connection between knowledge and situations, the ability to find a suitable solution to a problem.

V.V. Bashev said that the competences are an individual ability of a person, which is

manifested in the fact that at a time when conditions change, this ability contributes to other conditions. Areas of application determine their specificity and accuracy (mathematical, by language, political and other competences). A person who performs effective activities in the field of community study should be able to:

- 1) able to examine the situation in which he fell;
- 2) ability to communicate with other people;
- 3) be able to make decisions;
- 4) be able to organize individual and collective actions for the implementation of the decision taken;
- 5) ability to master new methods of activity.

Thus, it is possible to interpret the competence as a result of merit, readiness, possessiveness and, at the same time, as a result of a known action. In other words, competence is a category of activity, manifested in the process of professional, social and other activities aimed at the performance of the task set by the subject.

Competency means a certain degree of formation of a certain qualification and professional experience of an individual in the interaction of the individual with surrounding objects and subjects, which is necessary for successful activity in society as a whole and in the professional sphere in particular.

When it comes to scientific organization of educational work, it is understood that to manage the pedagogical process creatively organize its work, taking advantage of the latest achievements in the science of pedagogy and psychology, creating innovations.

The hygienic, physiologically, psychologically correct Organization of activities is the basis for the long-term preservation of the ability of a particular professional to work and an increase in the efficiency of his work.

But at the same time, it is worth noting that many educators, having conscientiously done their work, try to approach it with extreme caution, not to rely on it, not to conduct experiments, which indicates the absence of real creativity in their work. This in turn reduces the cost of success in general.

In this regard, it is worthwhile to thoroughly stimulate the development of pedagogical education and, in general, the need for achievement in the profession of an educator, to improve the professional skills of the educator and create conditions for increased prestige, to stimulate the achieved achievements spiritually and materially and to help to remove fear, from worrying about possible failures in the situation of.

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