

DEVELOPMENT OF CREATIVE COMPETENCE OF AN ELEMENTARY SCHOOL TEACHER IN CONTINUING EDUCATION

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ABSTRACT

Creative activity is a person's deep need and is often crucial in his professional self-realization. The development of creativity in primary school teachers is an indispensable condition for the effectiveness of his professional activity. The state standard of primary general education in Uzbekistan places high demands on the maximum creative implementation of an elementary school teacher.

Keywords: Development, creative competence, primary school teachers, continuing education.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The traditional system of advanced training focused primarily on reproductive methods of assimilation of knowledge and skills does not provide the needs of an elementary school teacher in creative self-development. Uncovering the creative makings of an elementary school teacher is facilitated by focused self-educational activity. Under these conditions, the primary task of an elementary school teacher is to search for new forms of self-education that contribute to the formation of an individual style of pedagogical activity, development, and the nature of creativity and critical thinking abilities. In this regard, the need, desire and ability of a teacher in self-educational activity to master the methods and techniques of organizing creative activity are of particular importance.

One of the modern ways to solve the problem of training a creatively working teacher is to improve his qualifications in order to obtain new competencies necessary for professional activities. In the field of realizing creative tasks in primary school, the teacher's creative competence may become new, including mastering a set of creative skills in the design of the pedagogical process, starting from goal-setting, choosing the optimal and adequate content and methods for carrying out pedagogical activity, and ending with the analysis and reflection of the correspondence of the results to the planned ones. The development of the creative competence of an elementary school teacher is a long process, so it is advisable to carry out it continuously, actively participating in self-educational activities.

In modern pedagogical science, a lot of attention is paid to the formation of various types of competencies and competencies. A significant contribution to the formation of the theory and methodology of competency-based approaches was made by V.A. Bolotov, V.I. Bidenko, A.A. Derkach, T.B. Grebenyuk, I.A. Winter, A.K. Markova, A.M. Novikov, B.V. Serikov, A.B. Khutorskoy, V. D. Shadrikov and others.

Professional competence as a description of the end result of training related to the development of motivational, cognitive and value areas is considered in the works of A. A. Bodalev, O. S.

Grebenyuk, A.A. Verbitsky, Z.D. Zhukovskaya, I.A. Zimnyaya, Yu.G. Tatur, A.V. Khutorsky, E.N. Shiyanova and others.

The study of contemporary researchers N.M. Borytko, I.A. Kolesnikova, I.D. Lelchitsky, O.N. Ohio, H.A. Rybakina, E.A. Samoilova, L.A. Obukhovoy, N.K. Sergeeva et al.

The essence of professional activity and teacher professionalism is most fully disclosed in the works of P.M. Asadulin, A.A. Derkach, N.V. Kuzmina, V.A. Slastenin, L.F. Spirin, etc.

The analysis of foreign psychological and pedagogical literature allowed us to identify the many aspects of the essence of creativity through: product and result of activity (M. Valner, K. Taylor, etc.); personality, its characteristics and abilities (A. Maslow, D. Perkins, J. Hatmon and others); processes taking place in creative activity (F. Baron, Georges T. Ross, A. Rowe and others); external conditions that influence the creative development of the personality (L. Datta, M. Parlof, M. Stein and others); criteria for creative self-development (J.P. Guilford, L. Terman and others).

Two interrelated aspects of the concept of “creativity”: creativity as an individual’s activity to create spiritual and material values of social importance and creativity, as a process of achieving results, the process of realization and approval of individual, psychological, intellectual forces and abilities of a person are considered in the scientific works of A.B. Borovsky, I.F. Isaev, M.M. Potashnik, G.S. Sukhob. A number of studies are devoted to creativity as the most important way of a person’s existence, the form of his self-development and self-affirmation, the formation of a teacher (V.I. Andreev, D. B. Epiphany, V.I. Zagvyazinsky, N.Kh. Rozov, L.A. Obukhova, V. . N. Sokolov, N. Sh. Chinkina and others).

An analysis of modern scientific research on the problems of pedagogy indicates that scientific and theoretical foundations for the development of various aspects of the professional competence of a future teacher in the process of studying at a university and working teachers in the process of advanced training are being actively developed. Thesis research Gerasimova T.Yu. “The pedagogical workshop as a means of developing the teacher’s creative potential” is devoted to the problem of revealing the teacher’s creative potential in continuing education courses. T.A. Barysheva in a study on the problem “Psychological structure and development of creativity in adults” reveals modern methodological approaches to the study and development of creativity in adults and offers a structural-conceptual model of creativity as a system, multi-level and multi-dimensional psychological education. The problem of the development of the communicative competence of a university teacher in the process of advanced training is explored in his dissertation by L.V. Ragulina. At the same time, the creative side of the teacher’s activity and the specifics of developing the creative competence of the elementary school teacher in self-educational activities do not receive due attention either in scientific research or in the practice of additional professional education.

Thus, in the analysis of theoretical studies and practical experience on the studied problem, the following were revealed: between the need of a modern school for a creatively working elementary school teacher and its level of competence in the implementation and organization of creative activity in the educational process; between the need for an elementary school teacher to acquire the abilities and skills of creative activity in the process of self-education and the insufficient development of forms of self-educational activity at the level of an educational institution; between the great pedagogical opportunities for developing the creative

competence of an elementary school teacher in self-educational activities and the inadequate use of self-education as a form of advanced training for teachers in a modern school.

The research objectives are identified in the study: Based on the analysis of psychological and pedagogical literature, the pedagogical essence and content of the concept of “creative competence of an elementary school teacher” are clarified, the features of self-educational activity of an elementary school teacher are identified, structural components, criteria and levels of formation of creative competence of an elementary school teacher in self-education are identified activities, Developed and implemented a pedagogical model for the development of creative competence teaches A primary school in the self-educational activities, developed and implemented creative pedagogical competence of primary school teachers in the development of the technology of self-activity.

In our opinion, the development of creative competence of an elementary school teacher in self-educational activities will be effective if: the content of the concept of “creative competence of an elementary school teacher” is disclosed, which helps to understand the essence of this phenomenon; The features of the self-educational activities of the elementary school teacher are identified, allowing to determine the orientation of the process of development of creative competence; structural components, criteria and levels formed by the creative competence of an elementary school teacher in self-educational activities are identified, which helps to increase the educational activity of an elementary school teacher; a pedagogical model for the development of creative competence of an elementary school teacher in self-educational activities was developed and implemented, which acts as the basis for the organization of the self-educational process of an elementary school teacher; A pedagogical technology for the development of creative competence of an elementary school teacher in self-educational activities was developed and implemented, which allows to most effectively solve the tasks.

In conclusion, I want to note the research that: the content of the concept of “creative competence” has been clarified in relation to primary school teachers and the structure of creative competence of an elementary school teacher has been determined, which will allow subjects of the self-educational process to consciously solve their goals; features of the self-educational activities of primary school teachers are identified, which helps to increase the efficiency of development of creative competence; structural components, criteria and levels of formation of creative competence of an elementary school teacher in self-educational activities are identified; a pedagogical model for the development of creative competence of an elementary school teacher in self-educational activities is developed and implemented, which is the theoretical basis of pedagogical technology, the development of creative competence of an elementary school teacher in the educational th activity; A pedagogical technology for the development of creative competence of an elementary school teacher in self-educational activity, which is a practical embodiment of the theoretical model, was developed and implemented.

The theoretical significance of the study is as follows: the scientific results contained in the study contribute to the theory advanced training of teaching staff, clarify scientific ideas about the importance of self-educational activities in the formation of the creative competence of primary school teachers; On the basis of the analysis of scientific psychological and pedagogical literature and the state educational standard of primary general education, the components of creative competence in the structure of professional competence of an elementary school teacher are determined; a methodology has been developed for the effective

organization and scientific and methodological support of the process, the development of the creative competence of an elementary school teacher; The main points and conclusions of the study can help to increase the creative activity of primary school teachers, prepare creative-minded graduates of primary school and increase the effectiveness of research on this issue.

The practical significance of the study lies in the development of pedagogical technology for developing the creative competence of an elementary school teacher in self-educational activities, which allows preparing elementary school teachers for organizing the creative activities of elementary school students, which contributes to the upbringing of a creatively thinking elementary school graduate.

The scientific and methodological support of the process of developing the creative competence of an elementary school teacher in self-educational activities, including a special course program for elementary school teachers "Self-educational activities of primary school teachers," a program for extracurricular activities of primary school students "Non-standard activity is interesting!" Is of independent importance; research materials can be used in the practice of elementary school and find application in teacher training.

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