

## MODELS FOR THE DEVELOPMENT OF CREATIVE COMPETENCE OF AN ELEMENTARY SCHOOL TEACHER

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### ABSTRACT

The article describes the organization, conduct and results of experimental work aimed at developing the creative competence of an elementary school teacher in self-educational activities in improving skills.

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

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The quantitative composition of primary school teachers in the control and experimental groups was 568: 284 teachers - the control group, 284 teachers - the experimental group. The control group consisted of elementary school teachers of different ages with higher pedagogical education, different lengths of pedagogical work and experience in pedagogical activity. The experiment was attended by primary school teachers of the Kashkadara region.

The research shows the results of a creative search for a system-structural basis for experimental work on the research problem. The pedagogical model for the development of creative competence of an elementary school teacher in self-educational activities includes: the purpose of the pedagogical model: the development of creative competence of an elementary school teacher and the tasks arising from it: the development of value orientations for participating in creative activity; the development of productive methods of pedagogical activity; creative use of modern forms, means and methods of solving non-standard pedagogical tasks; principles for the implementation of the pedagogical model (organization of self-educational activity based on the solution of creative tasks; relying on one's own pedagogical experience and the pedagogical experience of colleagues; individualization of self-educational activity; updating the results of the development of teacher's creative competence); components of the creative competence of an elementary school teacher in self-educational activities (value-motivational; cognitive-constructive; reflective-goal); criteria for the development of creative competence of an elementary school teacher in self-educational activities (focus on creativity in the teacher's professional activity; functional readiness of the teacher to solve creative problems; verbal creativity); levels of formation of creative competence of primary school teachers in self-educational activities (low, medium, high); stages of development of the creative competence of an elementary school teacher in self-educational activities (diagnostic, constructive, reflective); forms (self-education; creative workshop); methods (partially search, search, design, training (coaching), partnership, presentation of experience); means (pedagogical technology for the development of creative competence of primary school teachers in self-educational activities).

The basic functional elements that are the link between the initial state of the system and the final desired result are the components of the development of creative competence of an

elementary school teacher in self-educational activities: the value-motivational component includes actions related to motivating the teacher to creative value-semantic self-development, with the “building” of an individual self-development trajectories designed for the period during which self-educational activity is to be carried out st; The cognitive-constructive component consists of a combination of knowledge, skills and methods of self-organization and overcoming professional difficulties in the creative activity of a teacher. It includes the design and solution of problem situations, based on individual training and partnership with a master teacher; reflective-target component includes determining the level of formation of the creative competence of an elementary school teacher

A model for developing the creative competence of an elementary school teacher in self-educational activities is the process of introspection and diagnosis of pedagogical activity, correction and monitoring of results in relation to the goal.

The aim is to develop the creative competence of an elementary school teacher in self-educational activities in hanging qualifications. The development of value attitudes to participate in creative activity is aching ”; the development of productive methods of pedagogical activity: the creative use of modern forms, means and methods of solving non-standard problems.

Principles: organization of self-educational activities based on creative tasks: relying on one's own pedagogical experience and the pedagogical experience of colleagues; individualization of self-educational activities: updating the results of the development of creative competence of a teacher

Components: value-motivational, cognitive-constructive, reflective-target

Criteria: focus on creativity in the professional activity of a teacher; functional readiness of the teacher to solve creative problems; verbal creativity

Levels of development of creative competence of a primary school teacher in self-educational activities: low, medium, high

Stages of the form methods of the tool is diagnostic, constructive, reflective, self-education, a creative workshop, partially-search, search, training (coaching), group, presentation of experience, pedagogical technology

The result is the creative competence of primary school teachers

As the pedagogical conditions for the effective development of creative competence of primary school teachers, we distinguish a number of provisions: the attitude of an elementary school teacher to self-educational activities aimed at developing creative competence as a basic element of self-development; Orientation of the process of self-education of an elementary school teacher to the dissemination of the pedagogical experience of creative activity; the unity of the implementation of acmeological, systemic, competency-based, personality-activity, contextual, androgynous, holistic, system-activity approaches in self-educational activities to form creative competence; value attitude to the development of teacher subjectivity in self-educational activities, which positively affects the quality of the educational process.

The article describes a formative experiment conducted using pedagogical technology for developing the creative competence of an elementary school teacher. In our study, we will consider the targeted use of forms, methods and means of partnership between teachers in a creative workshop as an authoring technology for developing the creative competence of primary school teachers in improving education.

In pedagogical technology for the development of creative competence of primary school teachers in self-educational activities, three stages are distinguished. The dynamics of the development of creative competence can be represented as a sequential transition from one stage to another, each of which is characterized by a certain completeness.

At the first, diagnostic stage, the leading role belongs to the master teacher, who, using partner interaction with the participants of the creative workshop, draws them into active creative activity. At this stage, experience is multiplied for analysis and transfer to colleagues. Priority is given to partial search methods.

The result of the development of the creative competence of an elementary school teacher in self-educational activities at the first stage is: within the framework of the value-motivational component - an interest in creative activity as a value; within the framework of the cognitive-constructive component, an attempt is made to transform information. As part of the reflective-target component, professional difficulties are identified in achieving the goal.

The content of the second, constructive stage is based on the joint cognitive creative activity of teachers and participants in a creative workshop, designing lessons, selecting new forms, methods and means of organizing educational activities. The result of the development of the creative competence of an elementary school teacher in self-educational activities at the second stage is: within the framework of the value-motivational component, new cognitive motives for an unconventional assessment of the process and result of educational activities appear, creative activity is perceived as value; Within the framework of the cognitive-constructive component, new elements of the educational process are created, from which the content of education is constructed. As part of the reflexive-target component, an analysis of the creativity of the master teacher and self-analysis of their own developments is carried out.

At the third, reflective stage, completely independent preparation and conduct of master classes by participants in the creative workshop are observed. Creative experience is assimilated by the teacher in the context of solving a specific pedagogical problem. Self-mastery of experience is carried out in the presentation of materials of experience through social networks of the Internet, in dialogue communication. Co-creation is organized through paired and group forms of educational work (communication in a small group: a couple, communication in pairs of replaceable staff, group communication (in triples, fours), intergroup communication). The result of the development of the creative competence of an elementary school teacher in self-educational activities at the third stage is: within the framework of the value-motivational component - the presence of internal motivation to form creative competence, a constant desire to participate in creative activities and an interest in creative self-development in self-education. In the framework of the cognitive-constructive component, the skills to design and organize professional creative activity are noted. The teacher's self-education program is characterized by integrity, concreteness and creativity. The productivity of teaching activities at a high level - creative projects are being created, speeches are being prepared for meetings of the methodological association of primary school teachers and conferences, articles are published in scientific journals. The results of student participation in competitions, conferences, olympiads at various levels have a positive trend.

As part of the reflexive-target component, the teacher possesses the skills of introspection of the results of his creative activity and the process of developing creative competence. The process and result of independent creative activity is deeply conscious. The teacher is able to adjust the process of creative activity. At the final stage of development of the teacher's creative

competence, an adequate self-assessment of the quality of their educational activities is observed. The content base of the technology for developing creative competence of primary school teachers in self-educational activities was made up of a special course program for primary school teachers “Self-educational activities of primary school teachers” and a program of extracurricular activities for primary school students “Non-standard activity is interesting”.

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