

THE PROBLEM OF DEVELOPING A TEACHER'S CREATIVE COMPETENCE AS A SUBJECT OF PEDAGOGICAL RESEARCH

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ABSTRACT

This article examines pedagogical research on the problem of developing the creative competence of a school teacher. An analysis of scientific literature materials is given, including the author's definitions of creative competence and a specific subject of previous research. The creative competence of the teacher has been the subject of much of the research conducted in teacher training colleges and professional educational institutions. Development of creative competence of working school subject teachers; teachers enrolled in refresher courses and self-education have not been sufficiently studied. The knowledge available in pedagogical research of various aspects of the teacher's creative competence has an important theoretical and methodological significance for the development of a system of concepts; conceptual model; programs and technologies for the development of teacher's creative competence based on competence-based and technological approaches.

Keywords: School, teacher, problem of creative competence, professional and creative competence, creative potential, organizational and methodological conditions, pedagogical technologies, professional development and development of teacher's creative competence.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Progressive reform and successful development of the lifelong education system in the Republic of Uzbekistan (2000-2020), the results of research by domestic and foreign scientists in the development of innovative educational programs and pedagogical technologies, determine the needs of general education secondary schools in creatively competent, proactive teachers who are able to carry out effective training, education and creative development of their students.

The developed creative competence of the teacher, as well as the professional and creative competence of the teacher of vocational training (teacher, master), have recently been considered in pedagogy as the most important indicators of the effectiveness of their work with students of schools and professional educational institutions.

School practice and scientific research of scientists-educators (Asadov Y.M., 2010 [1]; Azizkhodzhaeva N.N., 2014 [2]; Kazantseva V.V., 2009 [7]; Marfutenko T.A., 2013 [11]; Tutolmin AV, 2009 [16] and others), give reason to believe that a teacher, a teacher with undeveloped creative, professional and creative competence is experiencing serious difficulties in their pedagogical activities. Such a teacher is lack of initiative, stereotyped, his work is often characterized by formalism, detachment from solving problems of academic performance, good breeding and creative development of students, low results of educational work in general.

As the analysis has shown, there is an actual problem in the pedagogical theory and practice of education, which appears to us in the following vision: "What are the theoretical and methodological foundations; organizational and methodological conditions; indicators and

evaluation criteria; methods of diagnostics and technologies for the development of creative competence of a school teacher in the system of continuous pedagogical education? ".

A preliminary study of this problem revealed a number of contradictions:

- between the need of a modern school for effective creative activity of a teacher and the low level of development of his creative competence; between the recognition of the importance of the influence of the teacher's creative potential on the results of pedagogical activity and the underestimation of this influence by many teachers, their ignorance of the essence and methods of self-development of creative competence, its development in students;
- between the objective need of educational practice in a creative teacher, with a pronounced subjective position, activity, readiness, ability for self-development and focus on the traditional illustrative and explanatory model of teaching, which continues to operate in the systems of training and advanced training of teachers; between the need to build pedagogical education and pedagogical activity from the standpoint of the development of the teacher's creative competence and the insufficient development of the organizational, methodological and technological support of these processes.

Such contradictions, in our opinion, determine the socio-pedagogical significance and relevance of the topic of the dissertation research: "Technologies for the development of the creative competence of a school teacher."

The object of the research is: the process of formation and development of the creative competence of school teachers studying at the institutes of retraining and retraining of teachers in the public education system. The subject of the research is an educational program, organizational and methodological conditions and pedagogical technologies for the development of a teacher's creative competence based on a technological approach.

The purpose of the study is the scientific and practical development and experimental verification of the Conceptual model for the development of the creative competence of a school teacher, including: educational program, organizational and methodological conditions; indicators of creative competence and criteria for their assessment (level of development); diagnostic methods and technologies for the development of the creative competence of a school teacher.

To achieve this goal and conduct an experimental study on this topic, we carried out a theoretical analysis of modern scientific and methodological literature, which showed that the problem of developing a teacher's creative competence was the subject of separate studies conducted on the basis of pedagogical universities in groups of students: future school teachers, (A.V.Tutolmin, 2009 [16]; T.A.Marfutenko, 2013 [11]; S.P.Yalanskaya, A N.M.tamanchuk, 2015 [17]) and future teachers of vocational training (N.A.Pakhtusova, 2014 [13]); students studying in the direction of "natural - scientific specialties" (L.V. Voronina, 2015 [3]); "Economic specialties" (V. V. Pleshev, F.A.Rassamagina, 2016 [15]) and undergraduates studying in the direction of "teacher education" (A. N. Kulibekov, 2019 [8]).

Similar studies were carried out in higher educational institutions of vocational education and vocational colleges in order to develop the professional and creative competence of future teachers of vocational training (H.A. Pakhtusova, 2011 [13]; N. N. Dvulichanskaya, 2017 [4]); students - future specialists with secondary vocational education (V.G.Zhukov, 2012 [6]); as well as specialists in physical culture and sports (T.N.Pimonova, 2012 [14]).

In the scientific literature, the concept of "creative competence" is defined as:

- Integrative professional and personal characteristics of the teacher, ensuring the success of his activities in typical and non-standard pedagogical situations; the structure of creative competence includes: general cultural erudition, pedagogical thinking; special professional abilities and skills; creative readiness, formed by a complex of creatively significant personal qualities (A.V.Tutolmin, 2009) [16];
- an integrative personality trait, including a system of special knowledge, skills, motives and a set of professionally important qualities that ensure the teacher's readiness to carry out professional creative activity; is an element of professional and pedagogical competence, its subsystem; components of the teacher's professional and creative competence - cognitive, activity, motivational, personal (N.A.Pakhtusova, 2014) [13];
- integrated professional and personal characteristics of the future teacher, which includes such qualitative characteristics of the teacher as innovation, mobility, creativity; a creative teacher has personal and social mobility, knowledge mobility, ability to think outside the box and innovate; the ability to carry out innovative teaching, select the most effective technologies, competently support the creative development of students (I.V. Morkhova, 2015) [12];
- the quality of the personality of a university student, reflecting the ability and readiness for creative activity, based on knowledge and experience that are acquired in the process of learning and practice; consisting of the structural components of the student's creative competencies, focused on independent and successful participation in professional and creative activities; as well as the readiness to carry out professional activities at a creative level and the ability to act not only in typical, but also non-standard situations, the ability to personal and professional self-development (V. V.Pleshev, F. A. Rassamagina, 2016) [15];
- a high level of professional competence, when a teacher carries out professional activities on a creative basis; the development of the future teacher's creative competence is based on the structural components of professional competence: personal development; activity-developing; communicative; professional; mastering experience; indicators of achieving creative competence are value-pedagogical, motivational, psychological-pedagogical, organizational, methodological, didactic, information competence, verbal - communicative, non-verbal competence, conceptual and creative thinking (S.P.Yalanska, N.M.Atamanchuk, 2015) [17].

Thus, these definitions characterize various approaches and opinions of their authors about the essence and constituent components of the creative competence of a teacher, a teacher.

The analytical results of the study of dissertation research and scientific publications (articles, monographs, etc.) of the above noted authors give us reason to believe that

- almost all research on the problem of developing a teacher's creative competence was carried out among students studying in pedagogical universities, i.e. with prospective primary school teachers and prospective high school subject teachers;
 - problematic issues of the development of creative competence / competence of school subject teachers; as well as teachers enrolled in advanced training courses and engaged in self-education have not been sufficiently studied, and also were not the subject of special pedagogical research at the level of dissertation work;
 - in pedagogical theory and practice, various aspects of the teacher's creative competence (methodological, structural and functional, diagnostic, organizational and methodological, technological, procedural developmental, practical and development monitoring) are insufficiently studied and disclosed;
- in experimental pedagogical research, the issues of creative competence / competence of a teacher are often considered in some context, which is the subject of study, for example: creative / pedagogical activity; pedagogical creativity; creative potential; teacher's pedagogical skills;
- in scientific dissertations and author's publications (articles, reports, monographs, etc.), the integral knowledge about the essence of the teacher's creative competence as a pedagogical

phenomenon is not sufficiently presented; as well as on the scientific, methodological and technological support for the development of the teacher's creative competence.

At the same time, it should be noted that the above scientific works contain theoretical provisions; developing concepts, methodological programs, models and technologies; conclusions and recommendations, which together can serve as a necessary theoretical and informational, methodological and methodological base for organizing and conducting experimental work on the development of the creative competence of school teachers on the basis of a personality-oriented, competence-based and technological approaches.

In pedagogical studies of the problem of creative competence / competence and other works, the specific subject of study of their authors, for example, were:

- theoretical and methodological foundations and pedagogical conditions for the formation and development of the creative competence of the future teacher in the system of pedagogical education (A.V.Tutolmin, 2009) [16];
- the pedagogical essence, content and structure of the formation of the creative competence of an elementary school teacher in self-educational activities (V.V.Kazantseva, 2013) [7];
- a program and educational environment that provide psychological and pedagogical tools that contribute to the integration of competencies (value-pedagogical, psychological-pedagogical, organizational, motivational, verbal-communicative, methodological, didactic, informational, self-improvement) into creative competence and the development of creative competence of future teachers (S. P.Yalanskaya, N. M. Atamanchuk, 2015) [17];
- creative competence as a structural component of the professional competence of students of pedagogical universities and the formation of creative competence of future teachers by means of heuristic tasks in computer science in the process of professional education (T.A.Marfutenko, 2013) [11];
- organizational and pedagogical conditions for the formation of professional and creative competence of future masters (master's program "Information technologies in physical and mathematical education") using network technologies (A.N.Kulibekov, 2019) [8];
- the formation and development of the teacher's creative potential in the context of his professional and personal formation and development in the system of continuous pedagogical education (N.V.Martishina, 2009) [10];
- the content, methods, means, conditions and results of using a pedagogical workshop as a form of organizing professional and creative training of a future teacher (O.A.Lyamkina, 2004) [9];
- a pedagogical workshop as a means of revealing the creative potential of a teacher in refresher courses (T.Yu.Gerasimova, 2005) [5].

The use of author's developments (concepts, models, organizational and pedagogical conditions; special programs; indicators and assessment criteria; diagnostic, formative and developmental techniques, technologies) in order to form and develop creative competence, competence, professional and creative competence of the future teacher, teacher gave positive results in experimental groups of university and college students compared with control groups. So, for example, according to A.V. Tutolmin. (2009), a comparative analysis of the level of formation of the creative competence of the subjects in the experimental and control groups made it possible to single out: relatively high, relatively medium and relatively low levels of development of professional and creative competence of students - future teachers, teachers. In accordance with these criteria and assessed indicators, a characteristic was developed for each of the three levels of development of the professional and creative competence of a student-teacher [16, 34].

As the author notes, in the experimental groups of students of pedagogical universities, where the effectiveness of using the system of pedagogical conditions and the transition from the systematic of vocational training to a scientific course of study was tested, the maximum level of professional and creative competence was achieved in the experimental group. Over the five years in the experimental (university) groups, the number of student teachers with a high level of development of professional and creative competence has increased from 27% to 37% compared to the control groups.

An analysis of the results of the development of the level of creative competence in experimental student groups and their comparison with the level of development of competence in control student groups allows us to state that the use of the experimental methodology in compliance with the organizational and pedagogical conditions, providing a positive dynamics of the development of professional and creative competence, had a positive effect on increasing the level of development professional training of specialists in general [16, 37].

N.A.Pakhtusova (2011) in the process of the formative stage of the experimental work carried out in the conditions of the university the approbation of the model of the formation of professional creative competence of future teachers of vocational training. As a result of the implementation of this author's model, two intermediate slices were carried out to identify the dynamics of the level of formation of professional creative competence of future VET teachers and to determine the effectiveness of all work. Comparative data confirmed the successful influence of a complex of pedagogical conditions on the process of forming professional creative competence of future teachers of vocational training [13].

In connection with the achievement of the success and effectiveness of previous studies, the work of O.Lyamkina deserves attention. "Pedagogical workshop as a form of organizing professional and creative training of a future teacher" (2004), which was devoted to identifying and substantiating the pedagogical conditions for the effectiveness of the functioning of a pedagogical workshop as a form of organizing professional and creative training of a future teacher [9]. In this work, the object of the study was the process of professional and creative training of a future teacher at a university using pedagogical workshops. The subject is the content, methods, means, conditions and results of using the pedagogical workshop as a form of organizing the professional and creative training of the future teacher. The author has developed an innovative program for the formation of a creative personality of a future teacher, including: a) a set of components, indicators, levels of students' readiness for professional and creative activity; b) methodological support for the organization of the educational process: a complex of creative tasks and workshops of the course "Non-traditional forms of activity of the class teacher", discipline "Pedagogy" and educational and pedagogical practices.

The main positive result of the professional and creative training of future teachers in the conditions of a pedagogical workshop was: the formation of indicators of professional and creative readiness: in the motivational and value sphere - awareness of the social and personal significance of their activities, focus on being a qualified specialist and readiness for professional growth; in the intellectual-reflexive sphere - the level of theoretical professional knowledge and focus on increasing the level of competence, mastery of the methods of cognitive, independent and reflective activity, the ability to improvise; in the emotional-volitional sphere - persistence and awareness of achieving the set goals, conviction in the expediency of reflection, heuristic activity, pedagogical improvisation, development of creative potential and the ability to cooperate, co-creation and self-realization [9].

In our research on the topic: "Technologies for the development of the creative competence of a school teacher", knowledge and consideration of the existing variety of aspects and components of creative and professional and creative competence has an important theoretical and methodological significance: firstly, for the development of an adequate system of concepts that determine the content, structure and the specifics of the creative competence of a school teacher; secondly, a conceptual model for the development of a school teacher's creative competence based on a technological approach. The research is carried out in groups of school teachers studying at institutes for retraining and advanced training of teachers (Jizzakh, Republic of Uzbekistan).

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