

Article

Developing Professional Competence of Future Primary Teachers Based on a Creative Approach

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Abstract: This article examines the pedagogical and methodological necessity of the topic of developing professional competence of future primary school teachers based on a creative approach, and emphasizes the importance of creative thinking in the professional activities of teachers. Creative approaches of teachers increase students' interest in the educational process by using innovative methods and encourage them to actively participate. This process increases the efficiency of students' learning, and also expands teachers' pedagogical, psychological and methodological knowledge. Creative thinking skills play an important role in developing teachers' professional competence. It creates an opportunity for teachers to incorporate creative approaches into their lessons, making their lessons more interesting and effective. Innovative approaches in the educational process further improve the process of students' learning and help them acquire new skills.

Keywords: Creativity, professional competence, teacher, education, upbringing, psychology, competitiveness, thought, methodology, opportunity.

Introduction

The quality and competitiveness of higher education is being ensured worldwide by developing the professional competence of personnel, in particular teachers. In particular, the United Nations Sustainable Development Goals (SDGs) and the European Union Concepts for a European Higher Education Area (EHEA. 2010) define "Implementing a competency-based learning model in the training and professional development of personnel, improving mechanisms for the continuous development of professional skills based on the humanization of education" as one of the strategic directions of higher education [1].

In the continuous education system of our country, along with the acquisition of theoretical and practical knowledge in the disciplines of future specialists, there is also a need to equip them with professional competencies in accordance with world standards, and to improve the system of professional development. Indeed, the Address of the President of the Republic of Uzbekistan to the Parliament on January 24, 2020 noted the priority aspects of the reforms being implemented and planned in the education system, as in all sectors.

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Analysis of relevant literature

Researchers note that competence-based education (CBE) was formed in the 1970s in America by N. Chomsky in connection with language theory and transformational grammar. R. White's work "Motivation reconsidered: the concept of competence" (1959) notes that the category of competence is a personal quality and is filled with motivation. A person who is competent in a particular field has knowledge and skills related to that field, which allow this specialist to rationally, effectively assess his field and act effectively in it[2].

Although this concept is not included in the "Explanatory Dictionary of the Uzbek Language" (2006), in the lexicography of other languages it is "possession of knowledge that allows one to judge something"; "awareness, knowledge, legal right, possession of legal rights"; "reputation, possession of authority, possession of full rights." Many dictionaries distinguish between the concepts of "competence" and "competence."

Since there is no single definition for "competence", it is interpreted in different ways: "the scope of powers of a certain body or official established in official documents; the level of knowledge of a certain authority or person in a certain field, knowledge of this field"; "a set of powers, rights and obligations of a certain body or official established by law, the charter of this body or other laws"; "possession of knowledge that allows one to make a judgment about something"; "a field of issues that one is well aware of"; "the personal capabilities of a person with certain knowledge and skills that allow him to participate in the development of a number of decisions or to make decisions himself, his qualifications (knowledge, experience)"[3].

E.D. Bozovich notes that in the scientific literature these two terms are often used as synonyms, however, they differ from each other: "Competence is a field of knowledge that a person can be aware of, know as a professional, perhaps an amateur; competence, as a rule, implies a high level of qualification in a certain field, and the opinion of a specialist in this field is considered reliable (respectable)".

In foreign methodological literature there is no consensus on the identity or distinction of these terms: some foreign researchers contrast these concepts, while others consider them complementary. As a result, it is quite controversial to come to any definite conclusion on the definitions.

For example, I.Ya. According to Zimnyaya, the concept of "competence" has a broader meaning than the concept of "competence", since it includes cognitive-knowledge, motivational, "interactional" and regulatory components. Competence develops on the basis of certain competencies (parts). M.D. Ilyazova also agrees with this opinion[4].

Research methodology

Our modern schools require completely different pedagogical personnel. A teacher who is accustomed to following the rules and waiting for instructions at every step is not suitable for such schools. A modern school requires a lively attitude, an individual approach.

The concepts of "creativity" and "creative" come from the English language and mean the ability to create, creativity. Although the initial interpretations of these concepts were studied by D. Simpson, S. Kaplan, G. Renzulli and other scientists, in our opinion, the views expressed in their research are not sufficiently substantiated[5].

In the context of competency-based education, the teacher performs a slightly different function and role in the educational process compared to traditional education. In this form of education, the teacher is required to be: an organizer of independent active cognitive activity of students; a competent consultant and assistant; a specialist who can assess the behavior of students from a psychological and pedagogical aspect, quickly help them with effective actions, and overcome difficulties in discussing and applying the acquired knowledge[6].

According to researchers, along with the requirement to be “twice” ahead in the training of pedagogical personnel, in real life, if a teacher lags behind school life, and the education system lags behind the requirements of the school, then he “lags behind the requirements of society twice as much”. This feature of pedagogical education indicates the need to take education into account in improving all areas of life and, above all, in the process of reforms. Based on the above-mentioned scientific ideas and conclusions, we agree with the opinion that “competence” is a derivative of “competence”.

The following basic pedagogical conditions exist for the successful formation of a creative professional orientation of students of pedagogical universities[7].

1. A positive attitude to the chosen profession and the presence of a constant need for professional self-improvement (a clear idea of \u200b\u200bthe content of future professional activity; strengthening professional motivation; involving students in active professionally oriented activities; professional reflection).

2. Activation of professional self-education and self-education (targeted independent work of students on self-improvement; professional self-education; implementation of educational programs of higher education; professionalization of student education).

The following pedagogical conditions have been identified that contribute to the formation of professional competence of future primary school teachers based on a creative approach:

- creating an innovative and creative environment;
- forming the subjective position of a person capable of self-realization; - organizing thinking and self-reflection;
- strengthening the practice-oriented direction of activity;
- using computing, information, telecommunication technologies and systems; - effective management of students' educational, scientific and professional activities[8].

Pedagogical creativity implies a high level of qualification of the teacher, non-standard thinking, as a result of which pedagogical creative activity will be more effective and successful.

Specialists with professional competence:

- a mature expert in their field;
- be creative and inventive;
- be able to find solutions to problem situations;
- be able to use information and communication technologies, etc[9].

A competent teacher combines a high level of professional, pedagogical, psychological and social qualities. Thus, the professional competence of a teacher is a combination of professional (special, methodological, psychological and pedagogical training), creativity (the creativity of relationships, the appropriate use of the educational process itself, tools, techniques, teaching methods) and art (acting and oratory). Today, it is clear that it is impossible to “add” a qualified specialist from a simple set of knowledge.

The mechanisms for developing a teacher's professional competence include:

- Training courses, including distance learning, etc.
- Group work, creative groups, teacher workshops, master classes, analysis of tests, events of various levels. Such work, of course, helps to improve the teacher's professional level.
- Active participation in teacher councils, seminars, conferences.

The value of teacher councils, seminars, methodological days, open lesson weeks is manifested, first of all, in preparatory work[10].

- Participation in various competitions. This is always additional experience and an incentive for development and improvement. The teacher analyzes his educational activity, dividing it into positive and negative aspects.

- Participation in scientific research, creation of his own publications.

- Generalization and dissemination of experience.

- Certification of teachers.

- Creative report.

- The use of modern methods, forms, types, teaching aids and new technologies[11].

- Analysis of the teacher's activity or observation of his own lessons. A modern teacher must reflect on his own activity. This means returning to his past work and answering the following questions: "What did I do?", "What did I achieve, what makes me happy about it?", "What did I fail at and what are the reasons for my difficulties?". And finally: "And what should I have done so that I would not make mistakes?"

- Self-education (all of the above includes self-education). Self-education of a teacher is a necessary condition for his professional activity[12].

Results and Discussion

Society has always made the highest demands on a teacher. In order to teach others, you need to know more than others. A teacher must not only know his subject and know the methodology of teaching it, but also have knowledge in nearby scientific fields, various spheres of public life, be familiar with modern politics, economics, etc. A teacher must constantly learn everything, because every year the knowledge of his students increases, their ideas about the world around them deepen and even change. The ability to self-educate a teacher is not formed together with a diploma from a pedagogical university. This ability is determined by the psychological and intellectual indicators of each teacher, but this ability develops in the process of working with information sources, analysis and introspection, observing their activities and the activities of their colleagues[13].

What can be the results of a teacher's self-education:

- improving the quality of teaching the subject;

- developed or published methodological manuals, articles, programs, scenarios, studies;

- development of new forms, methods and techniques of teaching;

- production of lectures, speeches, didactic materials, tests, exhibitions;

- development of methodological recommendations for the use of new information technologies;

- development and implementation of open lessons based on their own, innovative technologies;

- creation of collections of pedagogical developments;

- conducting trainings, seminars, conferences, master classes on the studied problem (topic), generalizing experiences; -increasing the prestige of the educational institution.

Self-education is carried out through the following activities:

- Watching TV shows, reading the press.

- Getting acquainted with pedagogical and methodological literature.

- Regular use of information from the Internet.

- Participating in seminars, trainings, conferences, and classes of colleagues.

- Systematic professional development.-Studying modern psychological and

pedagogical methods[14].

-Systematic presentation of one's pedagogical experience.

Using all means and mechanisms of development to achieve professional competence based on a creative approach, we have the opportunity to form a person:

-curious, interested, actively knowing the world;

-able to learn, able to organize their own activities;

-respect and accept the values of family and society, the history and culture of each nation;

-friendly, listening and hearing a partner, respecting their own and others' opinions;

-ready to act independently and be responsible for their actions[15].

Conclusions and suggestions

Based on the brief theoretical information provided above, it can be said that the use of person-centered education in improving the professional competence of future primary school teachers based on a creative approach results in early preparation of the student, that is, the future primary school teacher, for the obstacles that he may encounter in establishing his professional activity in the future, or in awakening the strength to overcome these obstacles. In addition, it also serves as a great motivation for the future primary school teacher to start his professional activity.

Thus, the result of using person-centered education in improving the professional competence of future primary school teachers based on a creative approach is positive. In particular, it can be said that having a clear and complete understanding of the types of person-centered education and their implementation in practical processes will allow future primary school teachers to achieve high results in developing their professional competence and will give them the strength to fearlessly apply the knowledge they have gained in the process of becoming teachers when they become participants in the pedagogical process in the future.

Developing the professional competence of future primary school teachers based on a creative approach is a strategic necessity of modern education. A creative approach is a key factor in preparing future teachers as competitive personnel, since changes in primary education require teachers to possess, in addition to theoretical knowledge, the "4K" competencies (creativity, critical thinking, communication, and cooperation).

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