

Theoretical Basis of the Model of Developing the Creative Potential of a Competent Future Teacher

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Abstract: This article discusses the basics of developing the creative potential of a competent future teacher - the fact that creative potential is an integral feature of the individual (creative orientation, creative literacy, creative skills, creative abilities), which is realized in the process of creative pedagogical activity.

Keywords: Creative potential, creative competence, creative potential, creative communication, creative imagination, creative independence, creative ability, creative orientation, creative self-realization, creative thinking, creative imagination.

Creative potential is considered as an integral feature of the individual (creative orientation, creative literacy, creative skills, creative abilities), which is realized in the process of creative pedagogical activity.

However, creativity, like creativity, is not an innate quality. English physicist and sociologist According to D. Bernal, "like everything else, creativity can be learned." Russian psychologist N.N. Nechaev agrees: "... creativity can and should be taught."

One of the important categories of research is "development". By limiting the concepts of 'development' and 'formation', we turn to their analysis.

The Explanatory Dictionary of the Russian Language states that "development is the process of transition from one state to another, to a more perfect one; from the old state of quality to a new state of quality; from simple to complex, from the lowest to the highest."

In a large encyclopedic dictionary, the concept of "development" is interpreted as follows: "directed, the law of change; as a result of development, a new qualitative state emerges in the composition or structure of the object."

In the philosophical dictionary, "progress" is interpreted as an irreversible, directed, legitimate change of material and ideal objects.

The category of "development" defined in dictionaries has a single interpretive logic.

In the pedagogical dictionary, the development of the individual is described as a process of legal change of the individual as a result of his socialization. Professional development is the growth and emergence of personal qualities and abilities, professional knowledge and skills of professional significance, as a result of which a person actively changes his inner world, leads to a radically new structure and lifestyle, creative self-awareness in the profession.

Summarizing the above, under the definition of "development" we understand the directed, irreversible, more perfect process of transition from one state to another.

Formation is the process by which social entities purposefully and organizationally assimilate the

holistic, sustainable features and qualities necessary for a successful life.

"Shaping" means "a certain shape, completion."

An analysis of dictionaries, encyclopedias, and scientific literature has led us to conclude that the concept of 'development' is related to the concept of 'formation', but Pidcasisti P.I. emphasizes that the category of formation is broader than the category of development.

According to V.V.Davidov, in the process of formation there are cases of development of its individual components. Adding to this perspective, it can be considered necessary to note that true creative potential is one of the components that can be formed, forming the competence of the teacher.

Thus, it is impossible to form a creative potential, because it is constantly replenished with new resources - it is an unfinished, unfinished process, and the concept of "formation" itself means a certain completion. Therefore, in the context of our research, the category of "development" emerges.

The development of the creative potential of a competent future teacher means a more perfectly purposeful, continuous process, consisting of quantitative and qualitative changes in the field of knowledge, skills, characterized by the transition from one stage to another. Quantitative changes are also characterized by an increase in the level of motivation of the chosen profession, an increase in the need for self-development and self-realization, the accumulation of general and specific knowledge. Qualitative changes are characterized by the actualization of motives, knowledge, skills in the learning process, pedagogical practice. In addition, quantitative changes become qualitative changes.

The process of developing students' creative potential is characterized by features like other developmental processes, namely: irreversibility, directionality, consistency, hierarchy. Let's take a closer look at each feature.

The irreversible nature of the process of developing an individual's creative potential is characterized by the ability to accumulate changes and adapt them by the individual, making it impossible to return to the original level. The ability to advance these changes under the influence of external and internal factors determines the direction of an individual's creative potential.

The next sign of development is consistency. Continuity is the connection between different stages of development, the essence of which is to preserve certain elements of the whole or its individual characteristics in the process of transition to a new state. In our case, succession means a gradual transition from one stage to another. It is impossible to skip the stage in the development of creative potential, because the components of creative potential are gradually mastered in the learning process. Therefore, the transition from the lower stage to the upper stage takes place.

Stage is interpreted in the explanatory dictionary of the Russian language as a period, phase or stage of development of something.

This study identifies three stages in the development of the creative potential of a competent prospective teacher: adaptive-oriented, basic, creative-productive.

The first stage of developing the creative potential of a future teacher is the adaptive-orienting stage. This stage acquaints the student with the peculiarities of his future creative career.

At this stage, the student should be motivated to develop creative potential, understand that creative potential is an integral part of a competent, successful teacher. Students studying the subject "Introduction to pedagogical activity" gain basic knowledge about the future profession, get acquainted with such concepts as "teacher's creativity", "creative workshops", "pedagogical creativity", "diagnostics". At this stage, he understands the need for self-awareness and self-improvement.

The second stage of the development of creative potential - the main one - is the stage of progressive formation of the future teacher, that is, the development of creative direction, creative literacy, creative skills and creative abilities.

At this stage, the requirements for the graduate of the university as a professional are explained, according to which the priorities for the development of professional and personal qualities, knowledge and skills are identified.

This stage is characterized by the development by students of complex diagnostics of the general professional and creative qualities of the teacher, the use of diagnostic results to further define their trajectory to develop their professional skills. At this stage, there are attempts to demonstrate self-awareness and self-improvement.

The third stage of developing the creative potential of a future teacher is creative and productive. This stage is characterized by creative literacy, targeted use or activation of creative skills and abilities, focus on solving educational and professional problems, as well as a stable motivation to implement creative pedagogical skills. At this stage there is satisfaction with self-awareness and self-development.

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