

PROSPECTS FOR DEVELOPING THE CREATIVITY OF FUTURE TEACHERS

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Extracurricular teacher

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Abstract: This article analyzes the issue of developing creativity in the training of future teachers and improving the quality of education, and describes in detail the approaches to studying the concepts of creativity and creativity.

Keywords: Creativity, education, upbringing, future teacher, pedagogical creativity, approach.

Introduction: The changes that have taken place in the field of education in recent years have imposed new requirements on the training of future teachers. The role of cooperative pedagogy in improving the quality of modern education is increasing. The introduction of new educational standards has posed the problem of training competent, qualified graduates for higher education institutions. They are required to have the ability to apply the knowledge and skills they have acquired in non-standard situations and to have the skills to find original solutions to their problems in their professional activities. However, it should be noted that such professional and personal qualities necessary for a teacher as creativity and creative abilities are not included in the list of separately acquired competencies. The term “creativity” - Russian “креативность” - English “creativity” - from Latin create means to create, to create, to have the ability to create. Scientists from many countries of the world have been engaged in the issues of the formation and study of creativity, including D. Gilford, E.P. Torrens, S. Mednik, K. Rogers, D. Renzulli, R. Sternberg, J. Taylor, etc. They considered creativity from a personal aspect in its connection with intelligence and studied diagnostic methods for studying creativity. According to researcher E.P. Torrens, the development of creativity allows one to overcome externally imposed limitations and standards. Creativity is considered as the ability to absorb shortcomings, deficiencies in knowledge, their disharmony. According to E.P. Torrens, creativity is understood as the emergence of a process of sensitivity to problems, deficiencies in knowledge, their disharmony, identifying these problems, finding solutions, testing and re-testing hypotheses. The researcher S. Mednik distinguishes between specific aspects of creativity, noting that it is necessary to distinguish between verbal and nonverbal creativity.

Verbal creativity is the manifestation of creative abilities in verbal form, including in problem situations, in expressing original ideas through speech, in finding similarities in words, and nonverbal creativity is the manifestation of creative abilities in the form of artistic images, various drawings. According to E. Fromm, creativity is the ability to find solutions, understand and be surprised in non-standard situations, which is considered a focus on discovering new things and the ability to deeply understand one's own experience. emphasize that creativity arises through intellectual initiative in the context of the creative process, through activity. From the point of view of D.B. Bogoyavlenskaya, creativity is the highest form of intellectual activity, the most important qualitative characteristic, and intellectual initiative serves it. According to the scientist, creativity is a situational-motivational activity that appears in the desire to go beyond the boundaries of the specified problem. The systematizing factor of creativity, according to the researcher, is intellectual activity, which is understood as an integral education, as a holistic characteristic of the individual, and ensures the unity of the intellectual and motivational components of the system and the ability of the individual to situational-motivational activity. In the psychological and pedagogical literature, the term "creation" is found and used in the study of the concept of "creativity". Researcher N.M. Gnatko distinguishes between the concepts of "creation" and "creativity", considering them as two sides of the same circle of things-phenomena, in which creation is the procedural-resultative side of this unity, while creativity is the subjective-connected side. Researchers A.K. Markova, L.M. Mitina, Ya.A. Ponomarev and others consider the concepts of "creation" and "creativity" to be close in content. In their opinion, creativity is provided by a creative approach in its activity and is associated with it. Three approaches can be distinguished in studying the concepts of "creativity" and "creativity": 1. The concepts of "creativity" and "creation" are considered synonyms, that is, the study of creativity is studied in the psychological sphere of creativity, these concepts are not differentiated, they are not separated from each other. 2. Creativity is studied as a separate phenomenon, and it is understood as a subjective-personal novelty and essence of education. Creativity is considered as a phenomenon, which means the processes of interaction of innovations arising from subjective activity in a socio-cultural context. In other words, creativity is understood as the construction of new opportunities for the subject, and creativity - the creation of new opportunities for culture in general. We can see a similar point of view in the work of E. Picard and M. Boden (individual personal and collective creativity). 3. Creativity is seen as a separate aspect of the study of creativity and is

considered as an internal resource of a person. In particular, Ya.A. Ponomarev proposes a holistic concept of creativity as a psychological process, and creativity as one of the creative aspects of the individual. Many researchers emphasize the important role of motivation in creative processes. According to researcher F. Berron: “Many people have the ability to be creative, but not everyone can do it. The main thing in this is motivation.” If we dwell on the characteristics of a creative person, it should be noted that they must be present in the future teacher. From the point of view of psychology, pedagogical creativity is considered as a person’s readiness for changes in pedagogical situations, and the development of pedagogical creativity increases the effectiveness of professional activity and the interaction and interdependence of the teacher and the learner. Among the indicators of pedagogical creativity, Ye.E. Shcherbakova distinguishes creative mood, a sense of joy, the level of working capacity, love, kindness to children, willpower, as well as creative abilities, resourcefulness, thinking, creative observation, etc. V.G. Rindak’s research emphasizes that a creative teacher is characterized by creative independence, the ability to see and predict the development of pedagogical processes, and the results of his activities are also distinguished by their quality, novelty, originality and uniqueness. Researcher I.P. Osobov sees pedagogical creativity in connection with the competence of students’ professional development. The author proves their interdependence, stating that “the competence of a teacher creates a basis for the implementation of potential creativity in practice, for making non-standard decisions, for demonstrating pedagogical creativity, for independently acquiring knowledge and applying it in social and professional situations”. From this it can be concluded that creativity is an essential condition of pedagogical activity, an objective professional necessity of a teacher’s work. Creativity represents the internal resource of the future teacher’s ability to constructive, non-standard thinking, as well as the understanding and development of his own experience. This allows us to identify the personal-behavioral parameters of creativity and to see creativity as a resource for personal development, to demonstrate the dynamics of positive growth in the text in the context of the future teacher’s professional development and professional activity.

Conclusion: It is creativity that ensures the future teacher's constructive exit from professional crises, a stable transition to professionalism, the ability to manifest himself in adaptive, reproductive, heuristic and creative forms, the ability to project the student's personality, the ability to make independent decisions in unexpected situations, the ability to organize the educational process based on the characteristics of children, the ability to ensure

his personal individuality as a creative act, and the introduction of previously non-existent innovations.

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