



PROFESSIONALISM OF THE TEACHER: CREATIVE QUALITIES IN THE IMPROVEMENT OF PROFESSIONAL-PEDAGOGICAL ACTIVITY

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Abstract:

This article examines the critical role of creative qualities in enhancing the professional skills of comprehensive teachers and their pedagogical practice. It explores the many facets of creativity, highlighting its transformative impact on teaching methodology, student engagement, and overall learning outcomes. The article begins by establishing a fundamental link between creativity and effective pedagogy and argues that fostering creativity in teachers contributes to a dynamic and innovative learning environment. It highlights how creative approaches allow teachers to adapt to different learning styles, meet the individual needs of students, and foster a classroom culture that encourages curiosity and critical thinking.

Keywords: creativity in teaching, innovative pedagogy, teacher development, student engagement, curriculum improvement, dynamic learning environment, flexibility in learning, critical thinking skills, classroom innovation, lifelong learning learning.

Introduction

On August 23, 2019, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, in a dialogue with public education and higher education staff, reflected on the current tasks that should be carried out in the continuous education system, "... to raise the reputation of teachers working in educational institutions today, at the same time, teachers themselves should have a new creative approach to the educational process", he expressed a number of opinions. If we look at the modern science of pedagogy and the scientific research conducted in this regard, it can be seen that a lot of attention is paid to various fields and specialties, science and methods, teaching methods and methods, technologies. However, it can be noted that the issue of understanding and applying this pedagogical method in practical activities has become one of the most urgent problems. Many teachers and pedagogues are limited to outdated theoretical knowledge. They lack qualities such as being suitable for the radical changes of the times. These qualities are creativity! It is a matter of teachers having creative qualities. Creativity itself is a pedagogue's breadth of worldview and high level of culture, the presence of professional knowledge in pedagogy, psychology, management theory and the scientific foundations of educational management, the ability to develop their knowledge in practice, knowledge of social and psychological-pedagogical research methods, pedagogy and takes into account the necessary set of management skills,





that is, creativity is a complex, integral whole, multifactorial, multifaceted quality of a person. Currently, the main task of the higher pedagogical school is to train competitive and creative teachers. In our country, there is a growing demand for teachers who can work in rapidly changing higher education schools, who can solve their professional tasks independently and creatively. In other words, competence is determined by the presence of professional knowledge and skills, as well as the ability to apply and improve them in practical activities, that is, competence is not only the presence and significant volume of acquired knowledge and experience, but also, it means to be able to use them at the right time and to be able to use them in the process of performing one's official duties. It requires creativity in managing personality formation. It demonstrates the teacher's creative skills, combining the theoretical and practical training of the teacher. Classification of teacher's creativity in this or that profession in school and outside school, community, parents, teacher-student, social relations is measured by the standards of creative ability of teachers¹. The relationship between the concepts of "qualities of creativity", "professional competence", "professional knowledge" and "professional professionalism" can be described as follows (see Figure 1.1.1).

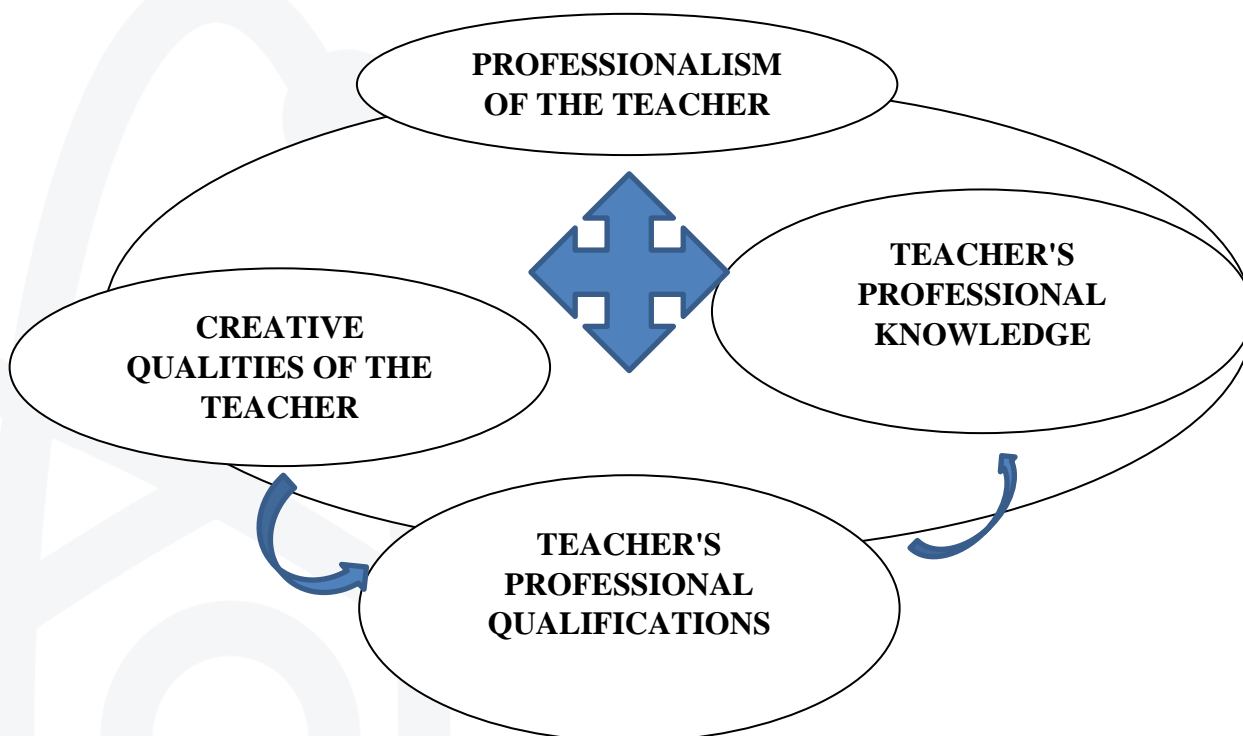


Figure 1.1.1. The relationship between the concepts of "creative qualities", "professional competence", "professional knowledge" and "professional professionalism"



These concepts are a one-way vector of activity excellence, high quality and level of its implementation. So, the professional professionalism of a pedagogue depends on the degree of development of creative qualities, the possession of professional competence, and the extent to which professional knowledge has been mastered. A person achieves a high level of creative qualities in teachers in the process of mastering his work and long-term professional skills. So, the teacher's professional competence is the basis for expressing that the specialist has developed creative qualities, and it is impossible to put a sign of equality between them.

In pedagogy and psychology, there are different approaches to defining the nature, content, structure, foundations and possibilities of educating the teacher's creative qualities and professional competence. Some psychologists (M.G.Davletshin, E.Gaziyev, etc.) propose to consider the problem of formation of creative qualities from a psychological point of view, while others (B.R.Adizov, G.N.Ibragimova, F.T.Ehsonova, V.A.Slastenin) consider the personality characteristics of the pedagogue. , emphasizes the development of professionally important educational qualities. The third group of authors (U. Tolipov, N. Sayidakhmedov, N. G'. Dilova, G. N. Najmiddinova, R. Nurjonova, etc.) define activity as the basic factor in the development of creativity and include professional training and competence in the active personality structure of the teacher. enters.

Also, the analysis of scientific research showed that the development of creative qualities of teachers is inextricably linked with the following situations:

- mastery of professional activity at a sufficiently high level, the ability to plan one's future professional development;
- acquisition of joint (group) professional activity, cooperation, and also professional communication methods accepted in this profession;
- responsibility for the results of one's professional work;
- formation of active self-sufficiency skills in the teacher;
- an adequate idea of one's professional characteristics and mastering the technologies of overcoming professional deceptions;
- the ability to move correctly in extreme, suddenly complicated conditions, when technological processes are broken.

M.Ochilov[68], N.Azikhodjayeva[28] attach great importance to the socialization of the teacher in the professional and pedagogical activity and the development of creative qualities, saying that "mostly it depends on the type of teacher, but the most important thing it depends on the personality of the educator who faces it: the influence of the educator's personality on the young soul cannot be replaced by textbooks, moral advice, punishment and incentive system. In every teacher... it is



important not only to teach, but also to have character, consistency and persuasiveness. "Everything in education should be based on the personality of the educator," he says.

A high level of creativity in professional-pedagogical activity, dedication of the teacher to the work of education and training, constant interest in the world of students is characteristic of him.

Special attention is paid to the following characteristics and personal qualities in the development of teachers' creativity: deep goal orientation, self-sacrifice, concentration on the most important aspects, ability to allocate attention correctly, self-control, a high level of intelligence, the ability to think quickly, think logically, remember, as well as unconventional thinking, the ability to make judgments about real and unrealistic fantasy, etc.

Commenting on teacher's abilities, M. Ochilov says: "We need people who act not only on the basis of intellect, but also on the basis of feelings. We need people who understand others, who respect and feel themselves, who feel responsible. That is, the goal of training specialists is "to educate not automatons or intellectuals, but all-round developed humane people."

A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific characteristics. Also, creativity is reflected as an important factor of talent. In addition, creativity determines mental sharpness. According to P.Torrens, the concept of "creativity" explains the following:

- putting forward problems or scientific hypotheses;
 - hypothesis testing and modification;
 - identifying the problem based on the formation of decision results;
- indicates the effectiveness of knowledge and practical actions in finding a solution to the problem [58, 184 p.].

In conclusion, in other words, the analysis of the above-mentioned definitions for the improvement of professional-pedagogical activity allows to highlight its main features. They are:

- firstly, the improvement of activity is influenced by the creative interests of teachers and the quality indicator of pedagogical activity;
- secondly, the process of formation of the teacher's thinking affects the improvement of activity;
- thirdly, a number of factors influence the process of developing creative qualities in primary school teachers.



Based on the above, it is necessary to separately study the psychological and pedagogical features of the development of creative qualities in a person, as well as the content of the factors affecting this process.

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