

Methodological Aspects of Creative Competence in the Learning Process

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Abstract. This article describes the methodological aspects of the creative competence of future teachers in the teaching process. The article defines a literature review, a model for the formation of creative competence of future teachers in the teaching process.

Keywords: creative technologies, model of the development of creative thinking.

Introduction

Today, higher education is undergoing significant changes, this is primarily a transition from the paradigm of knowledge to a competence-based approach focused on the results of education. Today it is relevant, the result of learning is not the amount of information learned, but the ability of a person to act in various problematic situations not only in classrooms, but also outside the educational institution.

Materials and Methods

Literature Review. The peculiarities of the development of creativity were studied by scientists from various fields of science L.S. Vygotsky [7], N.E. Verax [6], V.T. Kudryavtsev [2], G.V. Labunskaya [3], O.Chirkova [8], R.G.Isyanov, D.Inogomova [4]. Our work is methodologically based on the works of V. Slastenin [5].

Theory and discussion. Consider the implementation of the competency-based approach in the formation of the creative competence of future teachers.

To do this, we consider various approaches to the interpretation of the concepts of “competence” and “competence”, “creativity” and “creativity”, “creative competence”.

“Competence” and “competency”. They use these terms as synonyms, while a number of authors differentiate the concepts of “competence” and “competence” according to such signs as: the ratio of potential and actual, private and general, externally defined requirements and personal quality. O.V. Chirkova in her dissertation research examines more than 15 different definitions of the

concepts of “competence” and “competence” [8]. Having studied which, we came to the conclusion that with the approach to the interpretation of the concepts of “competence” and “competence” reflected in the legislation of the republic, this study, we will also adhere to this approach and understand competence as an alienated social requirement (norm) defined by regulatory documents to the educational preparation of the student necessary for the implementation of professional activities; competence - a set of personal qualities of a student, due to his experience in carrying out any activity (in particular, professional activity). Thus, in the process of mastering various competencies, the student acquires knowledge, as well as the experience of their personal understanding, processing and application in professional activities, that is, develops his professional competence.

Let us dwell in more detail on the concept of “professional competence (competence) of a teacher”. Note that researchers ambiguously interpret this concept. According to V.D. Demin is based on general cultural competence.

The analysis of scientific literature showed that most authors in the structure of professional competence of a teacher distinguish:

- • simple (basic) competencies (formed on the basis of knowledge, skills, abilities, easily fixed, manifested in certain types of activities);
- • key competencies are extremely difficult to consider and measure, manifesting themselves in all types of activity, in all relations of the individual with the world, reflecting the spiritual world of the individual and the meanings of its activity.

We believe that this classification of the components of professional competence of a specialist, in particular a teacher, does not fully meet the social order, since it does not reflect the creative qualities of a professional and his ability to carry out creative activities. While the creative component today is an integral component of the professional activity of the teacher.

An analysis of the scientific literature in the field of philosophy and linguistics (confirmed the assumption that there is no single interpretation of the concept of “creativity.” In this study, we will adhere to the definition given in the psychological dictionary: “Creativity is the activity of creating new material and spiritual values that have social significance. It is determined by creative personality capabilities - the flexibility of its intelligence, developed creative imagination and intuition, the ability to overcome stereotyped stereotypes, high motivation a search for a new, personal need for self-actualization” [8].

Thus, creativity is a productive form of human activity. Its result is a constructive change in the world and personality. At the same time, creativity itself is the essence of various human activities, including professional.

In our opinion, creativity in the teacher's activities has a special specificity, since his product is the development of both his own personality and the personality of the student.

We believe that, considering the sphere of the teacher's personality in the process of carrying out professional activities, including solving professional problems, it is more expedient to use the concept of "creativity", which is akin to the concept of "creativity", but not identical with it. However, currently in the scientific literature, these concepts are often replaced by each other.

There is a need to clarify their nature, determine the common and different between them.

The words "creativity", "creativity" was introduced into the Russian language in the 80-90s. XX century as tracing paper from English from "creativity", "creative" (creativity, creative), and were originally used in the business community, gradually moving into other areas of society.

Further analysis of approaches to the study of the phenomenon of creativity within the framework of a general psychological and conceptual orientation and experimental empirical research showed that today there is no single theory of creativity. At the same time, most authors understand creativity as a certain combination of mental and personal characteristics, in particular, the ability to be creative, accept and create new, innovative thinking, generate a large number of original and useful ideas.

Since this study examines the formation of creative competence of future teachers within the educational process, we take the concept of educational activity as the basis: the activity of mastering generalized methods of action, self-development of a student through the solution of educational tasks specially set by the teacher through educational actions.

A brief analysis of the problem of abilities from the position of a personal-activity approach indicates the existence of a connection between abilities and activities, which is a condition and a way of their implementation (manifestation) and development.

The starting point for a subject to carry out creative activity is his ability to be surprised and cognize, as well as generate ideas. The development of these personality qualities occurs in the process of analysis and synthesis of available information, a "fan-shaped" search for a solution to a problem in a non-standard situation, work with professional tasks requiring transfer of knowledge from another subject area (in particular, knowledge), the discovery of patterns, properties, relationships, eliminate stereotypes and develop students' imagination.

Let us consider in more detail the concept of "creative competence of a teacher". The term "creative competence" was first used by the American scientist Joseph Chilton Pearce and meant the creative development of the world. The concept of "creative competence" was defined by R. Epstein as a willingness to adaptively apply the acquired knowledge, to supplement the knowledge system independently and the desire for self-improvement.

Based on this, we define the creative competence (QC) of future teachers as an integrative dynamic personality quality, which manifests itself in the ability to find original solutions to known problems, identify new problems and find solutions using special methods.

The design of a particular competency, including creative, involves its description in the language of “readiness”. Following N.F. Efremova [9] highlight four of its aspects:

Possession of knowledge, skills, abilities (cognitive aspect).

Willingness to use knowledge, skills, (motivational aspect).

Willingness to manifest competence in a variety of situations (behavioral aspect).

Responsibility for performance (ethical aspect).

Thus, based on an analysis of these studies, we will distinguish four components of the creative competence of a teacher of any training profile: cognitive, motivational, activity-oriented, and reflexive. We describe each component individually.

- Cognitive component [from lat. Cōgnitio knowledge, cognition], that is, associated with cognition, with thinking. Knowledge is perceived, meaningful, stored in memory and reproduced at the right time to solve various kinds of information tasks. This component of creative competence involves a combination of psychological, pedagogical and methodological knowledge about the creative activity of a teacher (both in the framework of self-education and in the framework of professional practice).

- Motivational component. In the scientific psychological and pedagogical literature, motivation is defined as a set of psychological reasons that justify the behavior, orientation and activity of this behavior (A.A. Leontiev, A. Maslow, A.K. Markova and others).

- Activity component. The formation and development of any competence, including creative, is possible only in the process of carrying out activities, which follows from the very definitions of the concepts of “competence” and “competence”. Since it is in practice that the knowledge and skills necessary for the future teacher are acquired, as well as the experience of creativity in their professional activities.

- Reflective component (from late Lat. Reflexio - reversal). It manifests itself in the ability to consciously control the results of their activities and the level of their own development, personal achievements; the formation of such qualities and properties as creativity, initiative, a focus on cooperation, co-creation, a tendency to introspection.

Experimental Results

To draw up a holistic view of the gradual formation of creative competence in future teachers in the process of teaching, we use the modeling method (we will describe the educational model), that is, the study of objects and phenomena using their conditional images, analogues.

Moreover, the educational model is understood as a logically consistent system of relevant elements, including the goals of education, the content of education, the design of pedagogical technology and educational process management technology, curricula and programs.

An analysis of pedagogical research led to the conclusion that there is no single approach to the classification of educational models. However, all of them are based on the main categories of pedagogy: education, upbringing, training.

When developing a model for the formation of creative competence in future teachers in the process of teaching, we followed the general requirements for creating models proposed by A.M. Novikov: inertness, simplicity and adequacy of the model [10]. In our case, inertness provides a sufficient degree of consistency of the created model with the educational environment in which it will operate, that is, the formation of creative competence of future teachers in the process of teaching.

The simplicity of the model is achieved by choosing the most significant properties of the simulated object, which will ensure the convenience of working with the model and understanding by other researchers. Adequacy of the model means the ability to achieve its goals with its help, provides for the model to match the purpose of its construction.

In order to talk about the model for the formation of creative competence of future bachelors - teachers, it is necessary to justify the compliance of this model with regulatory documents, the social order indicated in the educational documents, describe the specifics of the stages of formation of creative competence, as well as the ability to implement this model on various training profiles. To do this, we add to the list of these requirements a number of principles for building the model: normativity, consistency and universality.

Based on the selected principles, as well as based on an analysis of the works of various authors, four stages are presented in the model of creative competency formation: preparatory, input, formative, analytical.

I. Preparatory stage. At this stage, the content and structure of the creative competence of the bachelor of pedagogical education and its place in the professional competence of the teacher, as well as the possibility of forming this competency in the process of teaching are determined.

A complex of creatively-oriented tasks is being developed that corresponds to the structure and criteria for the formation of creative competence.

Also, at this stage, diagnostic tools are being developed to determine the level of formation of creative competence. Note that monitoring tools must meet the following requirements:

- integrity (measurement of competence, and not just individual knowledge and skills);
- validity (adequacy, suitability of the instrument for measuring precisely that competency that needs to be measured; reliability, “purity” of the measurement);
- reliability (measurement accuracy, stability of results when repeating the measurement under similar conditions);
- objectivity (independence of the results of measuring competence from the one who measures it);
- manufacturability (ease of use, operation of valuation tools);
- profitability (speed of processing of measurement results);
- openness (assessment criteria are communicated to students in advance).

Using the diagnostic tools developed at the preparatory stage, the second stage is carried out.

II. Input stage. Its goal is to establish the level of creative competency that students have: low, medium, high.

III. The formative stage is aimed at increasing the level of formation of creative competence of future teachers in the process of teaching special disciplines. This stage consists of three sub-stages corresponding to the courses of students: 1 (1 course), 2 (2-3 courses), 3 (4-courses).

Each of the selected stages and sub-stages is characterized by interconnected and interdependent components: the goal (the formation of creative competence in the process of teaching), teaching methods and forms, the content of training, teaching aids.

IV. The analytical stage is devoted to assessing the effectiveness of using the above methods, forms, content and teaching aids from the point of view of all subjects of the educational process: teachers (including specialized disciplines), employers (subject teachers and representatives of educational institutions), a student (self-assessment of the level of creative development competencies). Diagnostics was carried out with the help of: techniques that allow to evaluate creativity as a personal characteristic of an individual or a product of his activity (tests by Guildford, Torrance and Mednik); creatively-oriented tasks correlated with the criteria for the formation of creative competence and allowing to determine the level of its formation (low, medium, high); peer review.

Conclusion

An analysis of the scientific literature on the problem of the formation of creative competence of a future teacher, as well as a number of regulatory documents of the Republic of Uzbekistan made it possible to determine the main aspects of the problem under consideration, analyze basic research

concepts, and substantiate the pedagogical conditions for the formation of creative competence of a future teacher in the process of teaching.

Systematization and theoretical generalization of scientific material allowed the following conclusions:

1. It has been established that at the present stage of development of Uzbek society, professionals focused on innovative, creative activities are in demand. What determines one of the main requirements for education - its humanistic orientation, focus on the targeted development of creative competence of students (including among future teachers) and their acquisition of experience in creative activities.
2. It is substantiated that the competency-based approach that defines the principles for determining educational goals, selecting educational content, organizing the educational process and assessing educational outcomes for modernizing Russian education is systematic, interdisciplinary, prioritizes ability and readiness for activity (including creative).
3. The essence and structure of the concept of creative competence of the future teacher:
 - The distinction of the concepts of “competence” and “competence” on the basis of a requirement set externally and personal quality. Competence is an alienated, defined by regulatory documents, social requirement for the student’s educational preparation, necessary for the implementation of professional activities. Competence - a set of personal qualities of the student, due to his experience in the implementation of any activity (in particular, professional).
 - The distinction of the concepts of “creativity” and “creativity” is determined on the basis of process-effective and subjective-conditioning characteristics. Creativity is a certain property or personality characteristic expressed in creative productivity, namely, the ability to generate original ideas, deviate from traditional schemes in thinking, and quickly solve problem situations. Creativity is an activity to create new material and spiritual values of social significance.
 - The concept of “creative competence of the future teacher” is specified as an integrative dynamic personality quality, which manifests itself in the ability to find original solutions to known problems, identify new problems and find solutions using interactive methods.
 - The structure of the creative competence of the future teacher is described, including motivational, cognitive, active, reflective components, which are mutually contingent and complementary.
 - Didactic (identifying in the target component of teaching the goals of creating the creative competence of future teachers, enriching the content of the preparation of future teachers with a complex of creatively-oriented tasks, using methods and forms of teaching aimed at creating creative competence of future teachers, sequential complication of types of creative activity) and organizational and methodological (the implementation of differentiated teaching, use of students' life experience in the educational process, building up subjective-subjective relationships between

all participants in the educational process) conditions for the formation of creative competence of future teachers in the process of teaching; The main criteria (motivational, cognitive, active, reflective) and levels (low, medium, high) of its formation are highlighted.

4. The principles of the formation of creative competence of future teachers are formulated: the appropriateness of the target component of the methodology for the formation of creative competence of future teachers of social order, continuity, sequence and continuity, the interconnectedness of the components of creative competence of future teachers, consciousness and activity of students.

It has been theoretically proved that the formation of creative competence of future teachers in the process of teaching on the basis of the selected principles is effective.

A four-stage methodological model for the formation of creative competence of future teachers in the process of teaching was developed, based on the general requirements for creating a model: inertness, simplicity and adequacy; principles of normativity, universality; principles of formation of creative competence of future teachers.

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