

A FACTOR OF INCREASING THE PROFESSIONAL CREATIVITY OF PRIMARY EDUCATION TEACHERS

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Abstract: The article describes the scientific research works and methods used in practice to increase the professional creativity of primary education teachers.

Аннотация: В статье описаны научные исследования и методы, используемые на практике для повышения профессионального творчества учителей начальных классов.

Annotatsiya: Maqolada boshlang'ich sinf o'qituvchilarining kasbiy ijodkorligini oshirish bo'yicha ilmiy tadqiqotlar va amaliyotda qo'llaniladigan usullar yoritilgan.

Flexibility of thinking - realizing that the template directions and principles accepted and traditionally existing in the society, which are actually thought to be correct, are not able to respond to modern development, to notice new directions and measures, to use them to be able to think and form, to be able to rebuild one's activity and mobilize oneself in new directions of problem solving. Prognosis, and the ability to predict, is the thinking of thinking in advance about the nature of future changes in the development of one's field, the causes of their origin, and the periods of their occurrence through mental analysis. For example, the rise and fall of labor productivity, changes in the conjuncture or the market and the impact of these changes on the industry, the rise and fall of prices, etc. The development of creativity in learners requires the proper organization of the teaching process, depending on the level of knowledge, level of mastery, source of education, didactic tasks of learners in mastering educational content.

It is assumed that the following pedagogical conditions must be followed:

- to determine the inclinations of learners to acquire creative activity, to form knowledge needs and to provide an environment for the manifestation of independence in the educational process;
- to create a favorable opportunity for students to think creatively, to tolerantly accept various opinions and ideas expressed by students, and to ensure their activity in the educational process, in each student to establish confidence in his ability to think creatively, to regularly encourage his creative activities; individualization of the educational process based on the characteristics, needs and intellectual potential of the learner;
- controlling the scope of work of individual, small products and teams, production of software products, acceptance of ready-made, standard solutions along with non-standard solutions; reproduction of cognitive knowledge, which is the basis of the development of creative activity, and practical help in the improvement and implementation of interactive training types and methods.

Researcher G. Ibragimova in the process of managing the development of creativity in learners during the interactive process:

1. Reproductive risk stage. This stage is characterized by determination of students' creative activity, creative activity and motivation for creativity, understanding of the vision of innovative technology in education, and the birth and production of new ideas.
2. Creative research stage. Working with research in the form of research, creative activity, non-standard thinking, independence of knowledge, improvisation, innovation in educators.

3. Creativity, innovative stage. It includes processes related to the practical application of the created innovation, production, analysis, popularization, its wide implementation, and strategic processes planned for the future. - controlling the scope of work of individual, small products and teams, production of software products, acceptance of ready-made, standard solutions along with non-standard solutions; reproduction of cognitive knowledge, which is the basis of the development of creative activity, and practical help in the improvement and implementation of interactive training types and methods.

In the process of developing students' creativity, the interactive learning process is considered important. Interactive education is a system of teaching methods based on "subject-subject" relations, based on the needs of the learner to activate cognitive activity, and the educational process is organized on the basis of mutual cooperation.

In this case, interaction is based on the principles of student activation, group experience, and feedback. Therefore, an important condition for the development of creativity in students through interactive teaching methods and technologies is the creation of a free-creative environment in the educational process, the joint relationship of professors, teachers and students and mutual cooperation. action-based learning is to start the process.

Based on the modern dictionaries of psychology and pedagogy, it can be defined as the teacher's creativity, the level of his/her thoughts, feelings, communication, special activity, creative approach, level of knowledge. A teacher's creativity is his ability to find all kinds of original ideas in strict, limited or loosely limited conditions. Analysis of scientific literature allows to distinguish the following interrelated structural components of creativity.

In short, pedagogical competence is the manifestation of his theoretical and practical knowledge, skills and qualifications, worldview, faith and all personal, social and psychological qualities.

One of the important factors ensuring the quality and effectiveness of education is the teacher's competence in his subject. It is manifested on the basis of the system of pedagogical adaptation.

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