

**METHODS FOR THE FORMATION OF CREATIVISM IN THE
PROFESSION IN FUTURE EDUCATORS***Shamsiddinova Elmira**Menenjment and Kommunikatsita Institute of
Technology Senior teacher*

Annotation: This article analyzes the methods of formation of creativity in the profession in future educators and the socio-political description of the formation of pedagogical responsibility, the need as a professional quality and the importance in the pedagogical process. Also, the types of responsibilities and its basic functions are studied in accordance with the requirements of society.

Key Words: modern education, pedagogical responsibility, Professional Responsibility, types of responsibility, functions of responsibility, personal qualities, professional freedom, legal responsibility, value.

INTRODUCTION. Educational system of our country, improving its legal framework, strengthening the material and technical base, improving the content, forms and methods of Education. Because education has its place on a global scale, is the foundation for building a well-respected society, ensuring the democratic development of our country and the formation of civil society, its democratization and liberalization, increasing the level of political-legal, spiritual-moral, social consciousness and worldview of citizens, forming a harmonious generation with a healthy mind.

First President Of The Republic Of Uzbekistan I.A.As Karimov noted,"We must always keep in mind that the prospect of our country depends on how our younger generation is brought up, what spiritual qualities are brought up as owners, how active our children are in life, what higher goals they serve." Living in a society based on market relations requires everyone to have extensive knowledge, especially from student youth. Therefore, it is necessary to train the younger generation of adulthood to make creative observations in family and educational institutions. Therefore, first of all, the idea of expanding and deepening the content of education and its content, in particular, introducing into this content not only knowledge, skills and qualifications, but also the experience of creative activities that make up a universal culture, tevarak-relationships around, was transcribed into the agenda. The development of student creativity, consistently a continuous process consisting of stages, one of which replaces the other, became the basis on which the quality of this process depends on certain pedagogical-psychological conditions and situations.

Today's siyocati of our state is demanding to focus on all-Russian cadres in the field of education and education. In connection with this, modern education makes serious demands on future teachers. The purpose of this maqcad is to focus on the issues of identifying and applying acocious personal qualities in muқтаquil activities and managing the entire activity responsibly, which helps to access social monocabats. One of the qualities that determine the indicator of social development of a person is responsibility. By "responsibility" we understand aspects such as the manifestation of personal cifats in one whole in relation to each other, independent decision-making and anticipating the result.

RESEARCH METHODOLOGY. Scientific pedagogical principles such as systematicity, theoretical-deductive inference, analysis and synthesis, historicism and logic, comparative-comparativistic analysis were used during the research. One of the important components in applying innovation to the educational process in higher education institutions is the professional competence and innovative activity of the teacher. In relation to the concept of professional competence, various relationships are promoted within the scientific framework. It is applied to the subject of labor as a characteristic that characterizes the requirements of specific activities, or precisely, the attitude of the subject towards specific aspects of specific activities. For example, the research scientist E.F.Zeyer's research on the functional progress of professional competence shows that in the course of professional maturation, different manifestations of competence are integrated, and their relationship with professionally important personality qualities increases. In particular, the main levels of professional competence include personality traits that determine professional training and experience, self-awareness, self-confidence, correct acceptance of shortcomings indicated by other people, and other such professional maturation. The analysis of the above points allows the professional competence of an educator to be fully explained as a complex of a number of specific features, such as personal, social, creative, methodological competence.

Professional competence involves the acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and their high degree of application in practice. There are different definitions and approaches to this concept. N.M. According to Muslimov, "competence" (Eng. "competence" – "ability") - represents the effective use of theoretical knowledge in activities, the ability to demonstrate a high level of professional competence, skill and talent. V.I. Andreyev believes that competence is a developing integral indicator, manifested in solving certain educational, professional and other complex issues, which is the level of training of an individual, which includes positive motivation, knowledge, skill, talent and experience of creative activity. N.V. Tarasova interprets the concept of competence as a general ability based on knowledge, values and

perception, which allows to ensure a connection between knowledge and situation, knowledge and action aimed at solving the problem.

Professional competence implies not the acquisition of special knowledge, qualifications by a specialist, but the assimilation of integrative knowledge and actions in each independent direction. Competence also assumes the constant enrichment of specialist knowledge, the study of new information, the ability to understand important social requirements, the search for new information, their processing and application in their activities. Professional competence is evident in complex processes, in the performance of ambiguous tasks, in the use of conflicting information, in the ability to have an action plan in an unexpected situation, and in other similar situations. Professional-pedagogical competence, on the other hand, is expressed in relation to professionals who have developed their professional skills perfectly, who can effectively design the course process, manage it, advance educational reforms, modern requirements, innovative paradigms and apply them competently in the course of the lesson. This means that the future teacher achieves professional competence by consistently enriching his professional and pedagogical knowledge, mastering new information, seeking new knowledge with a deep understanding of the requirements of the period, processing them and being able to effectively apply them in his practical activities. It should be noted that on the basis of pedagogical professional competence there are a number of qualities, the essence of which can be explained as follows.

1. Social competence-ability to engage in activity in social relations, possession of skills, access to communicative communication with subjects in professional-pedagogical activity.

2. Special competence is the preparation for the organization of professional-pedagogical activities, the rational solution of professional-pedagogical tasks, the real assessment of the results of their activities, the consistent development of BCM, on the basis of this competence, mental (psychological), methodological, informational (informational), creative (non-standard), innovative and communicative competence is visible.

They express the following content in themselves:

- psychological competence

– to be able to create a healthy psychological environment in the pedagogical process, to organize positive communication with educators and other participants in the educational process, to be able to recognize and eliminate various negative psychological conflicts in a timely manner;

- methodological competence

– the methodically rational organization of the pedagogical process, the correct definition of forms of educational or educational activity, the ability to choose methods and tools for their intended purpose, be able to apply them effectively;

- informational competence – search, collect, sort, process and use of necessary, important, necessary, useful information in an information environment quickly, purposefully and efficiently;

- creative competence-a critical and creative approach to pedagogical activity, being able to demonstrate that it has skills of creativity, being able to find a wide range of different solutions to problems;

- innovative competence

- promotion of new ideas on improving the pedagogical process, improving the quality of education, improving the effectiveness of the educational process, successfully applying them to practice;

- communicative competence

- to have sincere communication with all participants in the educational process, to be able to listen to them, to be able to positively influence them. - shaxsiy kompetentlik – izchil ravishda kasbiy o‘shiga erishish, malaka darajasini oshirib borish, kasbiy faoliyatda o‘z ichki imkoniyatlarini namoyon qilish; - texnologik kompetentlik – kasbiy-pedagogik BKMni boyitadigan ilg‘or texnologiyalarni o‘zlashtirish, zamonaviy vosita, texnika va texnologiyalardan foydalana olish;

- extreme competence-in emergency situations (natural disasters, the technological process has failed), rational decision-making in the event of pedagogical conflicts, possession of the right motor skills, etc.

In a number of studies, professional competence and its specifics, which are directly specific to an educator, are studied. Among such studies is A.K.Markova and B.It is possible to include research carried out by nazarovas. In his research, a.K.Markova notes that the professional competence of an educator consists of the following structural foundations:

- special or professional competence (high level of Organization of professional activities);

- personal competence (self-development, self-expression);

- social competence(collaborative organization of additional activities);

- individual competence (self-management, professional development and creation of innovations).

Also in the conditions of Uzbekistan, professional competence specific to the educator, its specific aspects are studied, among which B.The study conducted by Nazarova has a special significance. According to the researcher, the basis of professional competence inherent in an educator is formed by the following structural foundations: - special or professional competence (high level of professional organization); - Social Competence (collaborative organization of professional activity, social responsibility); - autocompetence (self-socio - professional development); - extreme professional competence (ability to work in unforeseen

situations).

In the development of professional competence of an educator, it is important to work on oneself and develop oneself. Self-development tasks are determined by self-analysis assessment. Work on oneself is understood by this specialist as the organization of purposeful, consistent, systematic actions towards the development of oneself socially and professionally, achieving maturity. The specialist's work on himself is seen in:

- professional BKM improvement;
- critical and creative approach to activity;
- achieve professional and creative cooperation;
- develop performance skills;
- overcoming negative habits;
- mastering positive qualities. The stage of the educator's work on himself is

carried out in an inextricable, systematic form, including the first stage

- determination of achievements and shortcomings based on the analysis of its activities; second stage

- to make a clear decision on enrichment of achievements and elimination of shortcomings; third stage

- search for ways to effectively organize practical actions on the decision made; fourth stage

- striving not to repeat mistakes and shortcomings; fifth stage

- to constantly monitor the consistent implementation of the decision made, etc.

ANALYSIS OF LITERATURE ON THE SUBJECT. The following practical actions of an educator represent his work on himself as a specialist:

- improving the pedagogical process on the basis of a clear goal, aspiration;
- increasing the effectiveness of the pedagogical process, his activity as a worker;
- mastering pedagogical knowledge, which is being consistently updated;
- being aware of advanced technology, methods and tools; - effectively applying the latest innovations of Science and technology to.

It is effective to carry out activities in higher educational institutions on the basis of a project approach in the consistent, effective work of future specialists on their own. On the basis of their project approach, the stages of work on themselves and the effective solution of the tasks carried out at each stage make it possible to proceed to the next stage. It is also important that the future teacher is able to self-analyze in gaining professional-pedagogical competence, which is considered the study of the essence of his own practical actions, which are organized by a specialist in professional activities.

It is also necessary for a specialist to have the qualities of professional-pedagogical competence that they have the skills of self-assessment, and as a result of

this he will be able to self-analyze and objectively assess professional competence. In essence, self-assessment provides self-satisfaction for the subject by calculating his personal capabilities, giving himself an objective assessment.

As in any specialist, a number of factors influence the teacher's ability to assess himself effectively, including:

- self - understanding (having accurate information about himself);
- self - esteem as a person (collecting positive information about himself);

-self-control (matching personal opinion about himself to the assessment given to him by those around him), etc. The level of self-assessment determines whether an individual is self-satisfied or not. In this case, the indicators of self-assessment should correspond to the capabilities of the individual. Self-development is carried out through the fact that the educator independently organizes practical actions on the basis of specific goals and well-thought-out tasks on the way to improving professional experience, skills and skills in himself.

ANALYSIS AND RESULTS. Many researchers consider the development and implementation of special programs as one of the most effective methods of self-development, the fact that these programs are aimed at the individual development of the future teacher demonstrates effective results. Such individual development programs aimed at the purpose of developing professional-pedagogical competence of the future teacher should be developed on the basis of the needs of the specialist himself for improving and developing certain quality, BKM, professional competence. In this program, it is advisable to establish the deadlines for the formation and development of professional competency qualities necessary for the organization of professional activities. It is necessary that any educator can develop for himself individual development programs of a personal practical nature, establish pedagogical activity on its basis. High efficiency is achieved only if its individual development program is developed individually, relying on the needs for improving and developing the qualities of professional-pedagogical competence in itself. It is advisable that the programs of individual development of a professional-pedagogical nature developed by the future teacher, along with pedagogical, psychological and specialist knowledge, also consist of the following components:

- didactic qualifications (knowledge-related (Gnostic) design creative-practical (constructive) research communication accessibility (communicative) organizational (procedural) technical-technological qualifications);

- educational work organization qualifications (knowledge-related (Gnostic) design qualifications creative-practical (constructive) research communication accessibility (communicative) organizational consistency (procedural) technical-technological qualifications);

- professionally significant characteristics of the psyche and personal qualities

(pedagogical thinking systemality flexibility mobility creativity present emotional development pedagogical reflection);

- self-development goals and related tasks, etc

CONCLUSIONS AND SUGGESTIONS. In conclusion, it should be said that in individual development programs aimed at improving the professional-pedagogical competence of the future teacher, it is recommended that the currently existing level of pedagogical knowledge, qualifications and personal qualities and perspective tasks aimed at the development of this competence be brought. This in turn is an effective activity in the constant monitoring of the dynamics of professional development of future teachers at different levels, as a result of which the components of competence, which should be given a lot of attention to pedagogical professional competence, are clearly visible, which will give an impetus to its development. Professional pedagogical competence in the educational processes carried out by the higher education provider, the process of highlighting each subject and topic is primarily aimed at the formation of a higher level of education and high professional competence of the education recipient, which contributes to the development of students in the future as high-potential and competitive personnel. First of all, it serves as the main factor in the development of society, after all, in the students of professional Sense of responsibility increase, manage, analyze the activities, carry out the pedagogical process in the community requirements acocida maqcadli and systematic macalari higher pedagogical education muaccacas are assigned to the zimmasi. Above, the responsibility of the individual to society was analyzed in relation to freedom. The formation of pedagogical responsibility in students is one of the specific aspects of the problem of its formation in close connection with freedom. the training of highly qualified pedagogical personnel will ensure that young people with intellectual potential will mature in the future.

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