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FORMATION OF PEDAGOGICAL COMPETENCE AND CREATIVITY

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ANNOTATION

The following scientific article describes the fine concepts of pedagogy, including the concept of pedagogical competence and creativity.

Keywords: creativity, creative competence, ability, creative thought, creativity, will, attention, thinking.

Introduction:

One of the important aspects of pedagogical technologies focuses on the formation of a stable orientation to the activities of future students of the whole group. These activities are mainly carried out in the form of trainings, and the organization of practical activities on this basis has confirmed the development of students' abilities to solve problematic situations related to activities.

Our goal was to justify the effectiveness of pedagogical technologies developed on the basis of methods of learning and evaluating creativity competence in students, as well as determining and applying the criteria for the formation of creativity competence. As a result, the following tasks were solved positively:

- based on the analysis of the content of the continuous education system, theoretical information on the formation of creative competence of students during the educational process was studied and summarized;
- the methods of learning creative competence, as well as the criteria for the formation of creativity were determined;
- with the help of questionnaires, the level of students' mastery of the basic concepts of creative competence was determined;
- the recommendations developed in the research work on the development of the qualities of creative competence in students were tested;
- didactic conditions necessary for the formation of creative competence of students of general secondary educational institutions and the effectiveness of the didactic

model of the system of formation of important qualities of creative personality in students were evaluated.

Similar criteria and methods were selected for creative, educational and problem-situational assignments developed on the basis of the educational content in forming the level of formation of students' creative competence. The procedure for evaluation and monitoring of mastery indicators of the process of formation of creative competence among students was determined and tested.

The analysis of the obtained results showed that training sessions based on pedagogical technologies in the process of forming important qualities in students have been highly effective in forming creative competence in students. Based on theoretical and practical exercises, knowledge that serves to form important qualities of students in performing tasks in problematic situations, and creative competence in strengthening skills, the use of the method of forming important qualities in students will increase the level of readiness of students to a high level. ensured that.

Creative competence is a type of activity that serves to ensure the strength and perfection of students' acquired knowledge, to form active and independent thinking personality traits in them, and to develop their mental abilities. This situation is especially important in mastering the fundamentals of science for future specialists, and then introducing approaches based on creative competence in students in the implementation of direct leadership of this process.

From the point of view of research, we clarified the concepts of creative competence, knowledge, skills and qualifications characteristic of the student. Including: knowledge of creative competence - a systematic reflection in the human mind as a product of cognitive activity of concepts and ideas required for the development of a new solution; It was determined that creative competence skills represent the level of quick and complete implementation of mental process stages in goal-oriented creative activity. Creative competence skills mean the level of a person's ability to perform creative activities in a partially automated manner, understanding only the first stages of the mental process.

Main part:

Based on the analysis of psychological research, it was determined that the problem of creativity was studied mainly in four directions, namely: creativity as a process; creativity as a result; creativity as a skill; creativity as a personality trait.

Systematicity and consistency in the acquisition of knowledge is ensured by the unity of theory and practice, the gradual introduction of State educational standards into the educational process.

According to the analysis, it can be considered that the strategy of preparing students for creative competence activities is implemented in the following directions: - drawing students' attention to the generality and comprehensiveness of the method used in solving the problem;

- teaching students creative competence methods should be considered not as the goal of the lesson, but as a new way, an opportunity aimed at more effectively solving the task set in the lesson;

- new ideas that students draw their own independent conclusions should be considered as the main product of creative competence classes;

- collection, analysis and interpretation of information is considered as an important aspect of establishing creative competence;

- the education of creative competence qualities of the individual should be considered as an important issue of training conducted in educational institutions, which in terms of scope goes beyond the lessons and extracurricular activities.

Design and standardization of educational content in the formation of students' creative competence qualities, didactic conditions for the development of students' creative competence, creative pedagogical technologies for the organization and development of students' creative competence, intellectual activities for the organization and intensification of students' creative competence it is appropriate to develop training systems.

Creative pedagogical technology is based on the idea of a four-stage productive didactic cycle.

The 1st stage is to introduce students to the new educational material based on problem-based learning, to form a creative motivation in them to master the new material, and to introduce them to the procedure for performing creative educational tasks.

The 2nd stage is the organization of creative competence activities for students related to the development of the main features of students' creative educational assignments and their solutions.

3rd stage - the student sets independent educational tasks for himself.

The 4th stage is to start the student's independent creative activity. In this, the student learns to justify the product of the creative competence activity designed by him.

Opportunities of technology science in ensuring continuity of development of students' creative competence, modeling of processes of ensuring continuity of students' creative competence, mechanisms of development of students' creative competence in modernizing the content of continuous education, formation of important qualities in students based on creative competence activities must

It will be possible for them to get to know different fields of labor through practical work, and they will be taught the technologies of production of consumer products. It is worth noting that social humanitarian, natural and concrete sciences mainly prepare for the choice of the field of study in academic lyceums, while technology mainly serves to prepare for the field of vocational field in general education schools.

CONCLUSION:

In short, modeling the processes of ensuring the continuity of students' creative competence allows for the development of scientifically based recommendations on the optimization of the organization and management of these processes. Accordingly, a didactic model of the system of forming important qualities of a creative person in students was developed. It defined the goals and objectives of the system of forming important qualities in students. Also, the model reflects the process of formation of important qualities in creative students based on motivational, meaningful-informational, operational-activity and control-evaluation levels.

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