
Creativity is a Competence - A High Level of Professional Development

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Abstract: This article describes the specific features of creativity competence. Scientific research developments of foreign and local scientists were used as a source for the coverage of the topic of the article. It is explained that creativity is related to the characteristics of modern social experience and that it is considered as a creative ability and is organized on the basis of a pedagogical-psychological approach.

Key words: competencies, creative competence, abilities, creativity, motives, creative activity.

Enter. Today, one of the urgent tasks of pedagogy and psychology in the field of education is to determine the conditions for the successful assimilation of the necessary social experience accumulated by the ancestors and the formation of a mature and well-rounded person. As one of such pedagogical conditions, we can cite as an example the need to develop creativity, which is a mature level of individual abilities of a person. Because the idea that the key to solving any global problems of modern humanity will be the education system has found little confirmation.

The new conditions in the world of work, - it is said in the Political document of UNESCO, - have a direct impact on the goals of teaching and training in higher education. Simply expanding the content of curricula and increasing the workload of students is unlikely to be a realistic solution. Therefore, it is necessary to give preference to subjects that develop the intellectual ability of students, allow a rational approach to technical, economic, cultural changes and diversity, and enable acquisition of qualities such as initiative, entrepreneurship and flexibility." {5} system requires personnel with creative competence along with professional competence. As we aim to develop the creative competence of young pedagogues, first of all we need to find a motivational component that will arouse confidence and interest in bringing out the existing creative abilities in them.

If we organize the concept of competence, competence includes not only professional knowledge and skills, but also non-professional skills, which are often described in terms of methodological competencies, social competencies or basic skills [1]. The competence of a highly educated specialist is his desire and ability (readiness) to realize his small potential (knowledge, knowledge, experience, personal qualities, etc.) for successful creative work in professional activity. Creative competence is a situational category, as it is expressed in the readiness to perform any activity in certain professional and problematic situations. Competence is a knowledge-based, intellectual and personally conditioned socio-professional characteristic of a person, an actual, formed personal quality as his personal quality" [3]. Competence is a student's already formed personal quality (a set of qualities) and minimal experience in a certain field. Recently, there is a tendency to expand the interpretation of competencies (in terms of educational standards). In fact, the creative competence of a pedagogue develops only when he embodies a number of abilities and competencies and motives for creative activity. Including: cognitive abilities, creative abilities, social-psychological and professional competencies, internal and external motives, etc.

Cognitive abilities - to have deep knowledge of the subject being organized, including the history of its development, basic laws, relations of this subject with neighboring subjects, as well as knowledge of the interconnection of different branches of the subject; - the ability to take a critical approach to the studied science, including analyzing its internal logic, identifying the strengths and weaknesses of this science, analyzing the accepted limitations (including those accepted by default) and their validity. specific task; the ability to apply the acquired knowledge to solving practical problems; - independent learning from various information sources, including the ability to self-identify these sources.

Creative abilities - to find the causes of certain phenomena, to find unknown relationships of certain quantities, to find new approaches to certain problems, to determine the possibilities of practical application of the laws of certain sciences in unconventional situations; - the ability to solve "non-standard" tasks, including tasks in areas that are externally far from the original discipline; - to be able to identify the main contradictions in the studied issues and tasks; the ability to set new tasks and problems.

Socio-psychological competences - the ability to comply with the norms of social behavior accepted in society, including in relations with managers and subordinates; - the ability to see and understand the world as a whole, to understand one's place in it, including setting goals, choosing means to achieve goals and using them systematically; - ability to make decisions.

And professional competences - deep, critical knowledge of both disciplines determined by professional activity and "related" disciplines, including the ability to independently determine the list of "related" disciplines; - the ability to analyze the main conflicts that arise within the scope of professional activity, including the ability to predict conflicts that may arise in the future; - the ability to creatively solve real practical problems of professional activity, the ability to set new tasks any activity in certain professional and, moreover, problematic situations.

In psychology, motives are conditionally divided into two groups: external (motivation motivation, motivation to avoid punishment, etc.) and internal (to the process and result of activity, "self-expression", etc.). Best results are achieved when intrinsic and extrinsic motivations do not conflict with each other. In the same way, creative activity can be conditioned by different motives for different people, as an awareness of the need for knowledge. In particular, if a person likes the process itself, this activity itself, this activity will be successful, regardless of how it is evaluated by other people. Interest in knowledge as an internal motive, in general, corresponds to human nature and is not completely contrary to it. However, other motives, especially external motives, can affect creativity, that is, creative activity, increase or decrease it to a certain extent.

Analysis of literature on the topic. J. Gilford defines a number of general abilities in the structure of creativity: originality - the ability to form distant associations; semantic flexibility - the ability to distinguish the functions of an object and offer it a new purpose; imaginative flexibility - the ability to change the shape of the stimulus in such a way as to see new possibilities in it; semantic self-flexibility - the ability to produce a variety of ideas that are not limited by the situation. The listed features show that the author considers general creative abilities as qualities of thinking. At the same time, creative thinking, according to the author, differs from standard thinking in its divergent nature, that is, in the variable search for a solution to a problem.

E. Torrens continues the same "cognitive" line. Both of these authors include common creative components in human intelligence. T. A. Barysheva stated that {2} in contrast to J. Gilford {3}, E. Torrens {4} as the main component of creative features is the general ability to overcome limitations and standards imposed by the outside, perception of shortcomings ability, knowledge gaps, missing elements.

Summary. In short, creativity is the process of human activity that creates qualitatively new material and spiritual values and resolves existing conflicts; the resolution of these contradictions implies certain changes in the existing stereotypes of thinking, in particular, in connection with the original goals - these goals change and are defined in the process of this activity.

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