

CREATIVITY AND ARTISTIC THINKING AS IMPORTANT COMPONENTS OF PROFESSIONAL COMPETENCIES OF FUTURE TEACHERS

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Abstract: *in this article, the concept of creativity and artistic thinking is clarified and the difference between creativity and artistic thinking is explained. Furthermore, the structural components of the artistic potential of the future teacher and the criteria of pedagogical art are considered.*

Keywords: *creativity, artistic thinking, a teacher, a motivational-value component, a cognitive component, an operational component.*

I would like to begin my article with a quote from the treatise "Education and the Meaning of Life" by Jiddu Krishnamurti, a philosopher who founded several schools in the United States, Great Britain and at home in India, in the 1920s of the last century: "Right education begins with a teacher who comprehends his essence and therefore thinks outside the box. If the teacher has not received the correct education, then the maximum he is capable of is to comment on the textbook..." [1]. Therefore, the key figure in the training of personnel is the teacher, and pedagogical activity is a process of constant art. In addition to professional competence, a modern teacher should also have artistic thinking and creativity. The constant work to develop the artistic potential of teachers and creativity will not only help them to orient themselves in the huge volume of modern innovative technologies, techniques, programs, but it will also help to increase professionalism. What is creativity?

Creativity and art are not the same. Art is the creation of a product of art. Creativity is the generation of fundamentally new, previously unknown ideas. Artistic thinking models artistic images and embodies them in any scenario or subject. Creative thinking is the ability to invent and discover. Undoubtedly, the combination of the two types of thinking allows you to achieve maximum results in any particular pedagogical activity [2].

Structural components of artistic potential of the future teacher:

- The motivation-value component contains the entire variety of goals and tasks of pedagogical activity: from the main task (the formation of a comprehensively and harmoniously developed personality) to specific tasks of the formation of individual qualities or their elements. This component is implemented provided that the teacher and student interact accordingly. That is, in order to form a motivational-value component for students, it is necessary to fill the emotional-value sphere of the educational process with learning activity methods, forms of communication that would give the students the motivation for professional activity, interest in it, positive personal attitude to pedagogical work and the desire for accumulation of relevant pedagogical experience.

- The next component of the future teachers' readiness for artistic professional activity is the cognitive component that reflects the essence of what is realized in the process of achieving both the overall goal of learning and each task in particular, and contributes to the profound development of the students' professional interests and skills. Hence, in order to form an artistic cognitive component for students, it is necessary to select and structure the educational material in such a way that it contains the necessary information that would enable students on the basis of qualitatively acquired knowledge and formed ideas to develop the abilities of the future artistic teacher.

- The next component of readiness is operational. Its structural elements are relevant skills. This is the ability to apply standard and non-standard methods in their professional activities, consistently and effectively introduce all the elements of technology, in particular, project-constructive, communicative and didactic-organizational.

The operational component for future teachers takes into account the appropriate organization of the educational process, in which the student must occupy a central place in terms of his active work, since the organization of studies reflects the interaction of the students and the teachers, their cooperation, the organization

and management of the learning process focused on the planned result (achievement of the goals and tasks of training).

Criteria of pedagogical art in Kodzhaspirova:

- presence of deep and comprehensive knowledge and their critical processing and comprehension;
- ability to translate theoretical and methodological positions into pedagogical actions;
- ability to self-improvement and self-education;
- development of new methods, forms, techniques and their original combination;
- variability, dialectics, variability of the system of activity;
- effective application of existing experience in new conditions;
- ability to reflectively assess their own activities and their results;
- formation of an individual style of pedagogical activity on the basis of a combination and development of standard and individually unique features of the teacher's personality;
- ability to improvise, based on knowledge and intuition;
- ability to see different options.

What qualities should an artistic teacher have? An artistic teacher should be able to formulate and solve pedagogical problems; to build its activities taking into account changing social and other conditions; to be able to see and develop the individual abilities of their pupils; own forms and methods of heuristic activity; is self-educated, capable of personal artistic growth, reflexive activity, awareness of artistic changes.

References

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