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DEVELOPING THE CREATIVITY ABILITIES OF FUTURE VOCATIONAL TEACHERS

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Abstract. In this article the formation of creativity abilities of future teachers of vocational education, the manifestation of professional and pedagogical creativity through the development of their creative abilities, creative competencies, as well as the importance of becoming an active participant in the educational process have been discussed.

Key words: profession, specialty, teacher, student, education, organization, creation, creativity, competence, process, development.

Introduction.

One cannot imagine the development of society without the development of science. Because science undertakes the tasks of production, creation of its material basis, technological development, and, most importantly, staffing. Such opportunities provided to young people in the educational process create a solid foundation for the young generation to fully realize their potential, study, work in their chosen profession, find their place in life, and become professionals who make a worthy contribution to society.

The professional development of future vocational education teachers is itself a process. Professional maturity is an important period of human ontogenesis, which begins in the process of professional development, the development of ideas of development (at the age of 14-17), and the end of professional activity (at the age of 55-60). The formation and development of a creative person depend on the interaction of changes in his inner and outer world, socio-economic conditions, and the human skeleton - the content of activities that require continuity, inheritance from birth to the end of life.

It is well known that professional experience is reflected as an integration of knowledge, skills, and competencies. However, the acquisition of professional skills requires not only the integration of practical skills and abilities, the development of methods and tools for effective organization of activities as a specialist, but also awareness of the methodology of professional creativity, development of creative thinking, and adequate mastery of creative personal qualities.

The formation of a creative personality can be defined as the development of a person in terms of creative activity and the creation of creative products that are performed in a mutually compatible way. The speed and scope of this process depend on biological and social factors, the activity and creative qualities of the individual, as well as the existing conditions, vital and professionally conditioned events. In modern conditions, it is necessary for future teachers to have creative qualities.

It is necessary to create the necessary pedagogical conditions for the formation of creative competence of future teachers of vocational education, to ensure their professional and personal development in higher education institutions, to develop the pedagogical basis for the development of creative competence and professional creativity of teachers of vocational education.

Creation is the activity of man to create material and spiritual blessings. Creation is firstborn in the human imagination, then research, analysis, observations, experiments, logical conclusions, hypotheses are made on relevant issues [1].

Creativity is a conscious, purposeful activity of man aimed at knowing and changing existence, as a result of which new, original, previously non-existent objects are created to improve the material and spiritual life of society, etc. [2].

Literature review.

Scientific sources on the problems of creative development published by various authors note that creative research is one of the most important qualities. In this study, we emphasize the issue of creativity in the professional competence of the specialist, which involves the development of professional and pedagogical creativity in the specialist.

There are a number of qualities, terms and concepts [3] of creativity:

- depth of thought;
- sense of novelty;
- creative imagination;
- intuition;
- knowing the analogue of each event;
- logical perseverance;
- self-critical attitude;
- independence in discussion;
- aesthetic sense of beauty;
- responsiveness;
- being able to prove their point of view in various forms;
- looking at coincidences with interest;
- tendency to look with suspicion.

Well-known scholar N.A.Muslimov notes that although the concepts of pedagogical creativity and pedagogical skills are close to each other, they do not have the same meaning. The owner of pedagogical skills is a professional who has mastered his profession at a high level and has gained a lot of experience. In creativity, a young teacher may be just starting out, but he or she is not yet skilled [4]. A creative person can be a creative teacher. A creative person can be formed in higher education institutions and in the pedagogical community environment. Being a creative person is about independent learning, creative hard work. He becomes a highly professional person during his continuous education.

First of all, creativity means achievements. Creativity is a human activity in which new values are created, the result of the creative process is manifested as a product, that is, something new is created, and through the created innovation the student's ability grows, expresses his personal opinion, and becomes active. If the student is active, it means that he thinks independently, has an independent imagination through logical thinking [5].

Pedagogical scientist M.Ochilov [6] states in his book “The Architect of the Teacher's Heart” that a teacher should be able to think freely and creatively, believe that students will grow up to be good people, and help them develop as individuals.

According to M.G.Yarshevsky, creativity means creating something new. It should be understood as “the subject's perceptions are renewed and his behavior, as well as the products he creates and presents, are improved” [7]. These characters can be observed in the work of many artists in one form or another. In our opinion, S.L.Rubenstein's views on the definition of creativity are clearly and succinctly stated: “Creativity is a kind of innovative activity. It brings novelty to the history of creative rise. At the same time, it leaves its mark on the history of science and culture.” [8]

Commenting on the development of professional and pedagogical creativity of future teachers of vocational education, it is worth noting the conclusions of M.G.Yarashevsky in this regard [9]. A systematic approach to the creative process requires the study of three-dimensional content and their interdependence. They consist of objects and events, social and personal belongings:

- 1) The composition of things and events is heuristics, the spiritual "fabric" that creates a new image of things, then it becomes a scientific text and emerges as new ideas, theories and discoveries. It consists of heuristics: analogies, metaphors, comparisons, models, which usually constitute the content of thinking and have a visual form.
- 2) social structure - such creativity, according to M.G.Yarashevsky, is seen as a cognitive-dialogic “initial activity”. Thus, opponents as well as alternatives also contribute to the escalation of creative processes.
- 3) personality content is a personal aspiration, inner purposeful desire and special qualities of the subject of creation, new characters, changes that occur in the continuous organization of creative processes [10].

Sh.Sharipov described invention as “a type of creative activity aimed at developing a new technical solution, patented by the relevant authorities, and

inventiveness is a general description of the process in relation to such creative qualities as intelligence, ingenuity, independent and critical thinking.” [11].

In pedagogy, the science of psychology plays an invaluable role in the development of the basics of the theory of creativity, the study of the laws of creative processes in the types of activities. In the works of psychologists such as L.S.Vigotsky, A.N Leontev, S.L.Rubinstein, B.M.Teplov, the problems of developing creative abilities and creative thinking are thoroughly studied[12]. According to psychologists, human creativity is a quality of a person, which can be divided into four groups:

- intellectual qualities: worldview, erudition, creative features of thinking (depth, breadth, critical volume, non-logical thinking);
- productivity qualities: ability to synthesize the acquired knowledge and methods, mastery of research methodology;
- willpower qualities: ability to plan and adapt their activities to the conditions, self-control, ability to develop ideas and achieve concrete results;
- emotional-creative qualities: intuition, imagination, fantasy [13].

The first is due to I.Ya. Lerner's point of view, according to which it is impossible to measure the limits of the qualities of those who are engaged in creation, to understand them without understanding the nature of this activity, without knowing the similarities, It is impossible to speak without studying the processes of his creative activity. [14]. In this regard, the researcher highlights the procedural boundaries of creative activity:

- independently transfers long and short, internal and external knowledge system and skills to a new situation;
- feels new problems in traditional situations;
- the object imagines a new one instead of the traditional function;
- considers alternative solutions to problems;
- reworks previously known methods and ways of solving new problems;
- abandons obsolete roads in order to find fundamentally new ones.

One of the effective resources that activates the human factor is the development of creativity in production, technology, science, education and management in all spheres of society. Therefore, the conditions and forms of organization, the problems of solving creative problems as a team are topical issues on the agenda. The scientific work analysis of T.A.Sidorchuk shows that he argues that the success of the formation of systematic creative thinking in vocational education often depends on the level of formation of the basic elements of creative thinking and begins in the early stages of personality formation. [15]. Such elements include the ability to analyze, generalize, compare, know the relationship between cause and effect, think critically and argue, predict events, approach any system or object from the past, present and future, actions typing algorithms, amplifying new ideas, and displaying solutions in the form of a graphical image.

According to V.I.Samakhvalova, a creative person is a person who has a strong power to express himself, but:

- First, it mobilizes energy to create innovation;
- Second, it can curb the volcano that has formed in his psyche [16].

A creative person has a thirst for creativity. He knows how to work hard to make it happen.

Psychologist M.I.Lukyanova suggested the phases of the creative process of a person as follows [17]:

Phase 1 (conscious work) - preparation - a particular state of activity is the basis for the intuitive spark of a new idea;

Phase 2 (unconscious consciousness) - maturation - unconscious work on the problem, incubation of the guiding idea;

Phase 3 (transition of the unconscious to the conscious) - creative awakening - as a result of unconscious work, the solution to the realm of consciousness comes first in the form of an idea, an assumption, a thought;

Phase 4 (creative work) - development of the idea, its final formalization and verification.

M.Makhmutov described creative activity as follows, “Creative activity is a heuristic activity, the essence of which is to quickly understand the problem, the main idea, to understand the essence of the concept, to suddenly find a way to act. Such activity is characterized by high enthusiasm, great interest of the subject in the object.” [18].

In our opinion, in the formation of professional and pedagogical creativity of a specialist, both procedural and personal creative qualities should be developed.

Research methodology.

The professional and pedagogical creativity of a future teacher of vocational education is a complex structure of the individual, which determines his activities and is a complex of cultural, professional knowledge, skills, abilities, professional creative approach, social orientation of the individual, the effectiveness of professional tasks.

In essence, the professional and pedagogical creativity of a specialist consists of the following knowledge:

1. Functional - knowledge of the systems of organization of various disciplines.
2. Practical knowledge of the movement - methodological and technological, as well as personal knowledge.

As a result, the professional, communicative skills and abilities of the specialist are formed, there are opportunities to positively solve design, experimental and technological tasks.

The following personal qualities are necessary for a person to perform one's professional activity: creativity, technical thinking, self-confidence, continuous improvement of one's professional skills, ability to manage processes with emotional determination.

The following personal qualities are necessary for a future specialist to carry out one's professional activity: creativity, technical thinking, self-confidence, continuous improvement of one's professional skills, ability to manage processes with emotional determination, results of professional competence.

Creative activity is a creative process that requires a long time of preparation, erudition, skills. Creative activity is the basis of a person's long activity, the source of all material and spiritual wealth.

The level of formation of the main elements of human creative activity, creative thinking has a great impact on the development of professional competence of future vocational education teachers and increases the productivity of teaching activities.

The design of the educational process as a professional activity of the teacher can be mastered by students - future teachers in the process of their professional and pedagogical training. Rejection of pre-planning of lessons, formation and development of critical, creative thinking in students, forcing them to think creatively, to come up with new ideas is a key factor in changing attitudes to education, motivating them to succeed [19].

Psychological and pedagogical conditions must be created for the formation of professional and pedagogical creativity. The basis of the classification of the creation of pedagogical conditions for professional and pedagogical creative activity may be the structural components of personal activity: cognitive, creative, communicative, artistic activities. Accordingly, five different psychological states can be distinguished:

1. Knowing the essence, principles and processes of designing a specific method of pedagogical activity and the process of development of professional pedagogical creativity.
2. Emotional and valuable attitude to professional pedagogical activity, conviction of the need for effective organization of the educational process in higher education institutions.
3. Ability to implement the educational process in higher education at a creative level aimed at the development of professional and pedagogical creativity.
4. Establishing communication-oriented relationships with other people in the process of teamwork.

5. The need and ability to logically and harmonize the project of the educational process aimed at the development of professional and pedagogical creativity.

The first condition for the development of professional and pedagogical creativity of future teachers of vocational education is related to the process of creating advanced, innovative and leading educational technologies in the system of pedagogical education, as well as other higher education institutions.

The second condition for the development of professional and pedagogical creativity of future teachers of vocational education is the design activities associated with the formation of a system of pedagogical values.

The values of pedagogical activity are understood as “qualities that enable the teacher to meet his material and spiritual needs and guide his social and professional activities to achieve socially significant humanitarian goals”. In this case, according to V.A. Slastenin [20], in the development of professional and pedagogical creativity, attention is paid to the activities of the teacher related to self-improvement and self-expression.

The third condition belongs to the type of technological activity, as it is associated with the development of the learning process and the mastery of operations and practices, and the formation of skills to perform these activities. The development of professional and pedagogical creative skills is carried out continuously: first of all, the task of forming creative skills at the reproductive, productive, partially exploratory and creative levels is important.

The fourth condition is related to the teacher’s communicative skills. In the process of mastering the methods of developing professional and pedagogical creativity in the learning process, it is possible to involve students in independent communication activities. Education based on contextual education and teaching practice can be carried out through professional and pedagogical creativity.

The fifth condition for the development of professional and pedagogical creative activity of a teacher is the possession of an aesthetic feature based on the qualifications, intuition and personal preferences of the future teacher. The result of these activities is a delicate, beautiful and harmonious project of the pedagogical

process. The development of aesthetic taste of future vocational education teachers, including the development of design activities, will be affected.

Analysis and results. Pedagogical conditions of management of professional and pedagogical creative activity can be divided on the basis of the structure of pedagogical processes: purpose, content, methods and means, organizational forms, results. We can see the pedagogical conditions below:

1. Setting goals for the development of professional and pedagogical creative skills of future teachers of vocational education.

2. Inclusion the education information on the principles and procedures for the development of the educational process in the content of pedagogical.

3. Selection of technological education aimed at the development of professional and pedagogical creativity of teachers.

4. Non-traditional forms of development of professional and pedagogical creativity.

5. Monitoring of results - determination of levels of professional and pedagogical creativity.

The pedagogical conditions are very transparent; let's give them a brief explanation.

First, it is necessary to include pedagogical activities in the system of goals and objectives of pedagogical education in order to increase the knowledge, skills and competencies for the development of professional and pedagogical creativity of future teachers of vocational education.

Second, according to the purpose, the concept of "professional-pedagogical creativity" is included in the content of general vocational training. Includes information on the content, principles, strategies and processes of teacher professional development activities.

Third, teaching methods and tools for the development of professional and pedagogical creativity competencies include explanations, discussions, independent work, practice, analysis, modeling, design and more.

Fourth, the forms of organization of training in the development of professional and pedagogical creativity are determined by methods. Once the development of any activity takes place through participation in this activity, the basic forms take the form of active forms - didactic games and qualified pedagogical practice.

Fifth, the learning outcome - the ability to develop the learning process - is a process of identification and evaluation. To do this, it is necessary to determine the criteria and levels of development of professional and pedagogical creativity of students and how to diagnose it.

Prospective vocational education teachers are both an individual, a creator, and a subject at the same time. It is necessary to ensure that these four indicators are constantly evolving, forming and continuously improving. This situation leads to the formation of the future teacher as a professional educator as an individual mature person with special ideological and social training on the basis of a systematic approach. This, in turn, paves the way for training a new generation of high-potential, competitive teachers. By shaping the creativity of future vocational education teachers, higher education helps them to solve an important task in their professional careers - the ability to anticipate both the technological capabilities of production in their projects, as well as the needs of society.

Conclusions and recommendations. Necessary and sufficient conditions for the development of professional and pedagogical creative competence of students for the development of professional and pedagogical creative competence are:

1. Knowing the essence and content of the development of professional pedagogical skills, individual methods of pedagogical activity, in particular, the method of design.
2. In general, ensuring the axiological direction of professional and pedagogical activity, the importance and need for design.
3. Tasks, component design activities, elements of professional qualification in practice, and the implementation of the creative level interaction of the future vocational education teacher in the context of higher education institutions.

4. The purpose of the pedagogical process in higher education is to develop the professional and pedagogical creativity of the future teacher.
5. Information on the content of pedagogical education (block of general sciences) and the content of professional pedagogical creativity.
6. Selection of technological education aimed at developing professional and pedagogical creative competencies of teachers.

The future of vocational education lies in the fact that teachers have a creative, highly qualified profession, the student is considered only as an object in the educational process. That is, the student should not be considered as a recipient of ready knowledge, but as a subject in the acquisition of knowledge.

Paying special attention to the activation of the student in the educational process, increasing the sense of responsibility, participation in the learning process, the formation of the ability to learn independently, the formation of the future creative educator.

Prospective teachers of vocational education should organize the improvement of their knowledge and skills in the form of regular creative research and focus on a specific goal. In this case:

- forming creative qualities in themselves;
- tend to manage the process of creative research;
- the creativity depends on the pedagogical, psychological and theoretical training of the future teacher should be keep in mind.

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