

Creative Approach to the Formation of the Personality of a Future Educator

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Abstract: This article is devoted to problems in the direction of improving the system of shaping and developing the creative activity of future teachers through person-oriented education, and in order to achieve efficiency in the direction of developing and improving the creative activity of future teachers of MTT content and essence, as well as the need to create necessary conditions for the manifestation of the creative, mental and intellectual potential of the subjects of pedagogical processes.

Keywords: innovative education, pedagogical technology, specialist, person-oriented education, method.



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INTRODUCTION. Modern preschool education imposes high demands on the personality of the educator. The educator should not only possess professional knowledge and skills but also be a creative, flexible, emotionally mature individual capable of an individual approach, seeking unconventional solutions, and self-development. A creative approach in the professional formation of a future educator becomes a key element in preparing a competitive, responsible, and proactive specialist.

Creativity is the ability to create something new, original, and socially significant. In the context of the educator's profession, creativity is manifested in:

- ✓ designing non-standard lessons;
- ✓ the ability to find an individual approach to each child;
- ✓ flexible responses to unpredictable situations.

In global practice, analysis of studies on the formation and development of creative activity in future educators through personality-oriented learning shows that in a democratic society, the formation and development of creative activity in future educators does not happen spontaneously. This process is formed and structured as a result of systematically targeted pedagogical activity. It is also characterized by an imbalance between modern demands for the formation and development of creative activity in future educators and their existing knowledge, skills, and competencies, leading to a mismatch with societal development needs.

LITERATURE REVIEW AND METHODS. Various approaches exist in the literature concerning the meaning and content of the concept "creativity." Terms such as "creativity," "creative activity," "creative thinking," "creative approach," and "creative qualities" are often used. According to American psychologist E. P. Torrance, "creativity is a person's ability to be non-standard, inventive, creative thinking, sensitivity to problems, mastery of solutions to find one's own path, the ability to think flexibly and generate new ideas, sensitivity to the shortcomings of existing knowledge."

Authors like D.B. Bogoyavlenskaya, F. Williams, E.P. Ilyin, A.M. Matyushkin, A.V. Petrovsky, and A.V. Khutorskaya emphasize that creativity is an ability (property, quality) of the personality. They also argue that creativity involves certain psychological and personal characteristics such as the ability to make new decisions and think non-standardly.

The training process of future educators is directly linked to the activity of creative personal engagement. One of the most important tasks of modern higher education is to create favorable conditions for increasing future teachers' awareness of their profession. Creative activity is a creative process requiring prolonged preparation, erudition, and professional abilities. Creative activity forms the foundation of human long-term activity and is the source of all material and spiritual benefits.

Successful creative activity involves selecting important and necessary information. The primary motivating factors for generating creative thoughts and hypotheses are needs. The quality of a need is defined by the inseparable arming of knowledge and skills and the content of hypotheses. Intuition, uncontrolled by consciousness, is always associated with needs. A person without a need to acquire knowledge finds it difficult to set goals for productive creative activity. Only when needs are satisfied does intuition generate ideas and hypotheses. Progressive views on the formation and development of creative activity in personality are also reflected in the works of A. Maslow, J. Guilford, and other scholars.

RESULTS AND DISCUSSION. There are various forms of personality-oriented learning such as problem-based learning, modular learning, programmed learning, developmental learning, game technologies, interactive learning, cooperative learning, differentiated learning, individualized learning, distance learning, self-directed learning, and innovative learning. Their wide use in education ensures quality education and structures the creative activity of future educators.

In authoritarian teaching techniques, the educator acts as the sole subject while students are only "objects." This results in the loss of initiative and independence of learners, with learning conducted mandatorily. Traditional education mainly focuses on acquiring knowledge, skills, and abilities without fostering personality development.

Traditional education is characterized by pedagogy of violence, explanatory-illustrative teaching methods, and mass instruction. Authoritarianism in traditional education appears as follows: the learner is an incompletely formed personality who only needs to comply, and the educator is the captain, judge, and sole initiator. In personality-oriented education, the learner's personality is at the center of the pedagogical process, creating favorable conditions and opportunities for their development and realization of natural potential.

Forms and methods of developing creative potential:

- ✓ Project activities (pedagogical projects, author's methodologies);
- ✓ Theatricalization, game technologies (dramatization of fairy tales, puppet theater);
- ✓ Art therapy, art pedagogy (drawing, music, movement);
- ✓ Reflective methods (keeping a professional growth diary, self-analysis);

- ✓ Pedagogical workshops and creativity training.

The new view of personality includes:

- ✓ in the pedagogical process, the person is a subject, not an object;
- ✓ every student has abilities, many have talents;
- ✓ high aesthetic values (generosity, love, diligence, conscience, etc.) are considered priority personality traits.

Democratization of relationships includes:

- ✓ equal rights of future educators and teachers;
- ✓ the right to free choice;
- ✓ the right to make mistakes;
- ✓ the right to have one's own opinion;
- ✓ respectful relationships between educators and future educators;
- ✓ not prohibiting talents and abilities;
- ✓ shared governance rather than control;
- ✓ persuasion instead of coercion;
- ✓ organization rather than orders;
- ✓ allowing free choice rather than restrictions.

The core of these new relations is rejection of pedagogy of violence, which is ineffective and inhumane in modern conditions. The problem lies not in absolutizing this principle but in determining its rational criteria. Violence in upbringing is impossible; punishment humiliates, oppresses, retards development, and fosters negative traits such as introversion, laziness, irresponsibility, aggression, and nervousness.

The modern reinterpretation of a creative approach to forming the personality of a future educator involves:

- ✓ innovative orientation toward creative searches;
- ✓ seeking and developing creative qualities;
- ✓ developing individual personality development programs.

In a personality-oriented approach, it is essential to:

- ✓ see each future educator as a unique personality, respect, understand, accept, and trust them;
- ✓ instill belief that all students are talented;
- ✓ create situations that encourage supportive, benevolent relationships, bringing satisfaction and joy from creative activity;
- ✓ avoid direct coercion, emphasizing shortcomings, or attacking ego;
- ✓ foster and facilitate future educators' abilities in the pedagogical process.

CONCLUSION. In summary, activities aimed at developing creative abilities in future educators reflect:

- ✓ recognition of the future educator's personality as a value;

- ✓ targeted development of creativity, emphasizing planning and choosing creative elements in the creative process;
- ✓ formation of experience oriented toward creative activity.

Important factors for developing future educators' creativity include:

- ✓ studying and analyzing methods of forming and developing creativity;
- ✓ creating favorable conditions for creative activity;
- ✓ motivating creativity development during training;
- ✓ monitoring the formation and development of creativity.

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