

# Organizational and Pedagogical Conditions of Development of Teacher's Creative Competence

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**Annotation:** in this article, the active participation of future teachers in socio-economic, cultural-educational, spiritual spheres, their social activity in the formation of responsible, passionate pedagogues with a professional-cultural point of view and their own opinion, Pedagogical bases of development of socio-pedagogical competence are covered

**Key words:** personality, responsibility, pedagogue, social activity, spiritual sphere, professional-cultural point of view, socio-pedagogical competence.

## O'qituvchi Ijodiy Kompetentligini Rivojlantirishning Tashkiliy-Pedagogik Sharoitlari

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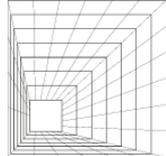
Toshkent viloyati pedagoglarni yangi metodikalarga o'rgatish milliy markazi katta o'qituvchisi

**Annotatsiya:** ushbu maqolada bo'lajak o'qituvchilarning ijtimoiy-iqtisodiy, madaniy-ma'rifiy, ma'naviy sohalarida faol ishtirok etishi, kasbiy-madaniy nuqtai nazarga va o'z fikriga ega, mas'uliyatli, jonkuyar pedagog sifatida shakllantirishda ularning ijtimoiy faolligini, ijtimoiy-pedagogik kompetentligini rivojlantirishning pedagogik asoslari yoritilgan

**Kalit so'zlar:** shaxs, mas'uliyat, pedagog, ijtimoiy faollik, ma'naviy soha, kasbiy-madaniy nuqtai nazar, ijtimoiy pedagogik kompetentlik.

As a result of rapid and radical changes in the socio-economic life of our country, the demand for professional personnel is increasing.

The project of the concept "Youth of Uzbekistan - 2030" requires innovative and creative approaches to the development of social activity among young people, as well as improvement of the methodological and technological bases that allow this process to be ensured, as well as the improvement of the social activity competence of future



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teachers.

Active participation of future teachers in socio-economic, cultural-educational, spiritual spheres, development of their social activity as a person with their own opinion, responsible, passionate pedagogue is recognized as an urgent problem.

In our country, studies on the effective implementation of the development of social activity of students and young people in educational processes were studied by S. Yoldosheva, N.M. Egamberdieva, M. Kuronov, Sh.E. Qurbanov, Q. Kuronboev and Z. Qurbanniyozova. -methodical foundations have been developed.

Russian and MHD scientists V.I. Dubinskiy, V.V. Ignatova, N.V. Lyakhova, A.V. Mudrik and T.A. Shalyapina based their research on the issues of student socialization in higher educational institutions.

Foreign research scientists D. Gwen [3], C. Cameron, M. Shameer have conducted scientific research on the pedagogical concept and practical features of youth socialization.

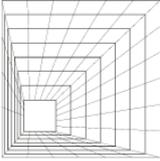
As a result of rapid and radical changes in the socio-economic life of our country, the demand for professional personnel is increasing.

Development of social activity among young people is the basis of state policy regarding youth in the Republic of Uzbekistan. The analysis of scientific research conducted in recent years showed that the problem of social activity is a scientific-research problem not only of philosophy, sociology, economics, psychology, but also of pedagogy.

Z.M. Makhmudov, who studied the legal aspects of personal socialization, analyzed the pedagogical and legal doctrines, opinions, views and factors requiring their improvement in a logical sequence based on the requirements of the time. The achievement of the research is the development of scientific conclusions, proposals, and recommendations regarding the improvement of the legal provision of socialization of the individual. In his opinion, he emphasized that the role of cultural institutions, which are part of institutions of social education, is of particular importance in the socialization of a person.

The lack of social orientation of the pedagogical personnel in relation to their pedagogical activities, that is, the lack of attention to the organization of professional education taking into account the specific social characteristics of the society, the educational institution, the peculiarities of the student and teacher team, as well as specific features such as one-sidedness and limitation of professional-practical training, lack of professional-cultural point of view, insufficient factors that encourage the teacher as a specialist and individual to realize their potential, low level of motivation, existence of doubts about personal social status It was noted in the research of N.M. Egamberdieva

According to Z.T.Salieva, professional socialization of teachers is to ensure harmonious social and moral adaptation to the future professional activity in the process of learning, activity, communication, formation of socially significant spiritual and moral qualities. is done through



Russian scientist A. V. Mudrik promotes the ideas of E. Fromm to ensure social development in his scientific research. According to him, supporters of the approach explaining that the social-spiritual and spiritual foundations of social processes are extremely strong often rely on the theory of existentialism.

Studying the demands and needs of today's youth in the conditions of socio-economic changes, carrying out a number of activities in implementing the approved international experience in local conditions based on new mechanisms and approaches, including supporting the aspirations and talents of young people in Uzbekistan - a solid system of support, encouragement, and capacity building of personnel was developed.

In particular, on the basis of the initiative and practical support of the President of the Republic of Uzbekistan, analytical opinions were noted regarding the adoption of a number of Laws and legal documents directly related to the life of young people.

In the course of research, to study the approaches of scientists of various fields to the problem of socialization of young people, in the process of globalization, society's need for a spiritually mature person is increasing.

At the same time, it requires future pedagogues to have sufficient professional theoretical knowledge and practical skills. This, in turn, indicates that there is a need for a good study of social pedagogy and pedagogical competence and scientific research for the development of social activity among students.

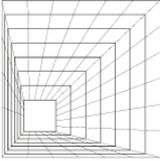
In the process of teaching the subject of pedagogical competence:

- scientific ability to improve the effectiveness of pedagogical mechanisms for the development of social activity of students and youth, ability to foresee the result;
- systematicity; consistency; integration;
- humanitarianism;
- goal orientation, taking into account the personal and psychological characteristics of students;
- training in activities;
- relevance of theory to practice;
- ensuring inter-discipline, inter-thematic connection, unity and integrity of purpose, content and methods of its formation;
- unity of interpersonal relations; coherence of activity and attitude;

it is possible to achieve positive results by demonstrating unique personal qualities in the team and managing learning activities, social activity in education, creative cooperative activities, and using the principles of public control.

Therefore, active participation of future teachers in socio-economic, cultural-educational, spiritual spheres, their social activity, socio-pedagogical in shaping them as responsible, enthusiastic pedagogues with a professional-cultural point of view and their own opinion. it is necessary to develop competence.

Indeed, today, raising the quality of education and training takes a primary place. Many factors affect the quality of education. One of them is the development of creative competence of future teachers. Profession is, firstly, the source of a person's



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livelihood, and secondly, it is a means of self-development.

Creativity does not appear in a teacher by itself. It is the teacher's desire for innovations, overcoming the difficulties encountered in the process of mastering them and being able to use them in his pedagogical activity, being able to actively and creatively use innovative innovations in his work, his authorship. It requires having creative competence related to having ideas and heuristically finding positive solutions in various pedagogical situations. That is, all pedagogues have certain indicators of creativity and competence in their pedagogical activities. This is their real creative competence. But raising it to the ideal level requires certain efforts and conditions.

Raising creative potential is the first step to achieving ideal creative competence. According to scientists, creativity is a potentially changing process. Developing the creative potential of pedagogues is becoming a social demand of the time. Because the effective organization of pedagogical activity in harmony with the development of society requires pedagogues to work on themselves, to enrich themselves creatively, to be aware of the achievements of science, and to incorporate them into their work.

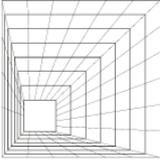
Developing the creative potential of the teacher to improve his pedagogical activity:

First of all, it depends on the educator's personal needs, goals, intentions, volitional qualities and the concept of "I", that is, directly on the personality of the pedagogue. In this, the pedagogue consciously:

- constantly improving his professional knowledge;
- to constantly enrich his pedagogical experiences;
- to know the latest innovations in his field and to be able to use them appropriately and effectively in his work;
- to have creative data processing skills;
- in the process of pedagogical activities, children behave in accordance with their age, individual and psychological characteristics,
- it is important to have innovative features.

In the course of our scientific research and research, we have observed the opinions of a number of our pedagogues regarding their scientific research in this field and the pedagogical content of developing the creative competence of future teachers: if we take a didactic approach to the educational process, the main part of this process based on components (educational goal, educational content, teaching method, teaching tool, educational result) we can group as follows:

- innovative educational integration related to the educational goal;
- pedagogical innovations related to educational content: new program, improving the program, supplementing the educational material;
- according to the design of educational content - planned, premeditated, internal and external based on changes in regulatory documents;
- pedagogical innovation environment related to the teaching method;
- in the form and type of educational training in the higher education system: improvement according to the level, change of appearance, development of certain



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methodological elements in a new interpretation;

- educational content related to the teaching tool;

In our opinion, higher educational institutions are suitable for the content of education in improving the didactic possibilities of developing the creative competence of future teachers in the field of preschool education, as well as having modern creative competencies required at the initial stage of the educational process. We believe that it is important to properly organize the conditions for training competitive personnel. Creative competence in pedagogical dictionaries (eng. "sreate" creativity). This type of competence is related to the teacher having skills such as innovation, creativity and organization. Creativity is important not only for creating new ideas, but also for improving a person's lifestyle and spirituality.

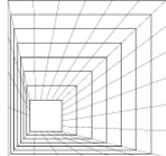
Creativity - (lat. "creare"; visual. creativity- "to create", "to create") is the level of creative ability, the ability to create, which is considered a stable quality of a person, and it is related to creative thinking. Creative thinking is a person's ability to solve non-standard tasks and find new, more effective ways to achieve their goals. That is, creativity is basically coming up with unique ideas, avoiding conventional thinking, and knowing how to solve problems quickly and effectively. Creativity consists of the unity of individual qualities and thinking abilities that create the basis for the formation and development of creativity in a person.

The term creativity appeared in Anglo-American psychology in the 1960s, where the issues of creativity and intelligence were studied, as well as the psychological aspects of creativity and its dependence on the individual characteristics of each person. For example, in the 1950s, J. Gilford and his supporters analyzed the issues of using intellectual factors in educational areas, learning and evaluating creativity, and as a result, 16 hypothetical intellectual abilities were distinguished. M.N. Gnatko conducted research on the mechanism of creativity and divided them into two types:

- potential creativity is a necessary condition for creativity, and it means that a person is ready for creativity, regardless of the circumstances, and as a result, realizes his ideas.

- creativity in activity is creativity in a specific field.

In the development of the creative competence of the future teacher, the rational use of educational - methodical manuals, methodical recommendations, methodical developments, educational programs, curriculum, lecture text is considered an important pedagogical factor. It is worth noting separately that another important factor is the level of compliance of qualification requirements for the creative training of future teachers with the requirements of DTS and model science and work programs. In this regard, if we pay attention to the analysis of the results of the survey carried out as part of the research, we can see that the development of creative competence of future teachers in the field of preschool education in the higher education system, that is, teachers It is significant that in the evaluation of the system of competencies, special attention is paid to creativity and competencies related to the formation of creative thinking. This, in turn, creates the need to pay special attention

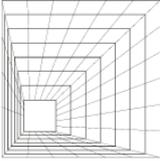


to these aspects in the content, knowledge, skills and competences of future teachers, and the qualification requirements for their competence.

Also, to ensure the mobilization and flexibility of educational programs for undergraduate programs in the field of preschool education in the conditions of the rapidly changing educational environment and the requirements for the development of creative competence of future teachers. necessary.

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