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DEVELOPING FUTURE TEACHERS ' CREATIVE APPROACH COMPETENCE IN ORGANIZING EXTRA- CLASS ACTIVITIES

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Abstract

The relevance of the problem considered in the article is due to the need for education in the Republic of Uzbekistan and qualified, creatively thinking specialists. was demand increasing progress with related to. School prospects, modern to the teacher to be put requirements, continuous reform to be done education under the circumstances the students to teach goals about clear of the concept absence pedagogy universities and in institutes perspective no ' to the point of being take came. Present at the time the teacher's preparation problems new school for very is relevant. Information area very fast changing to stand into account received without, future to the students to teach in the process acceptance done tools enough at the level organization to grow important: methods, techniques, data acceptance to do, to repeat work and transmission methods - requirements enough at the level to perform for professional pedagogical from activity the biggest impact has was time. This the student exercises pedagogical competence oneself - oneself develop with only when combined possible will be. In the article student's pedagogical competence, self - confidence develop motivation formation for necessary was conditions seeing was released. And also, future the main conditions for the process of forming teachers ' pedagogical competence are considered. The article considers the issue of developing the creative approach competence of future teachers in organizing extracurricular activities. The formation of the abilities of future teachers to



think creatively and use innovative methods in the educational process is necessary to increase student motivation and improve the quality of education. This article emphasizes the main aspects of creative pedagogical approaches, the importance of using new methods and technologies, and providing education tailored to the individual needs of students. It also shows the importance of teaching creative approaches necessary to guide teachers in solving problems and developing critical thinking, and to expand students' knowledge and skills. The article analyzes the pedagogical and practical aspects of developing the creative competencies of future teachers.

Keywords: self- development, educational cluster, pedagogical competence, professional competence, professional education.

Introduction


Currently, the development of higher education is reaching new stages. This is due to the fact that stability and prestige in the international arena depend primarily on the state's education system. work quality and in particular, the one shown education of services quality with Related. Education content improvement, its quality and efficiency in increasing from class outside work right and it is important to organize wisely. In general, education developed countries experience this shows that students something from teaching according to them to study to teach one how many double more efficient is considered. This, of course, depends on the proper organization of extracurricular activities. Properly directing students' independent learning helps them develop critical thinking, non-standard thinking, and self-improvement skills. Currently, young specialists need professional qualities that allow them to be flexible, competitive, and fully apply the knowledge they have gained in practice. Various educational and educational activities conducted with students in addition to academic classes are called extracurricular activities. Extracurricular activities are a component of the school educational process and one of the forms of organizing students' free time. Extracurricular activities have

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wide opportunities for the comprehensive development of the individual and preparing him for life activities. These activities are organized on a voluntary basis in accordance with the interests of children. The modernization of the vocational education system of Uzbekistan is expressed, first of all, in targeted orientation. Today, the goal of vocational education is to train a qualified worker of the appropriate level and profile; competitive in the labor market, competent, responsible; skillfully using his profession and oriented to related areas of activity; ready for constant professional growth, social and professional mobility. The reality of modern education requires a transition to a new stage of pedagogical training and development of future teachers. An analysis of publications on basic competencies by various organizations and authors reveals the following basic competencies of teachers: communicative, cultural, informational, intellectual and pedagogical. All of them are interconnected and complement each other. Today, the formation of general and professional pedagogical competencies is not enough. For a future specialist, he must be a subject of his own professional development. And as a result, it is important to organize the solution of the problem of self-development of pedagogical competence in teaching future teachers.

Literature Analysis and Methodology

Every student - a future teacher should understand the need for self-development. And the task of the pedagogical university is to create conditions for the implementation of this goal. Often, students face the problem of organizing self-development: because it is not clear where to start, or the chosen paths of self-development are difficult, uninteresting and do not bring quick results. Knowledge of self-development methods, although a moderately strong incentive for professional growth, allows students - future teachers to initiate and support this activity. The main principle of this work is to consider all available opportunities as a certain source of professional development, and then look for opportunities to use these resources to develop their abilities and skills. In general, this is the basis for self-development. [1]. The pedagogical competence of a future teacher is self-development, which allows the student to

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acquire psychological and pedagogical knowledge on his own initiative, can be defined as conscious activity aimed at improving professional skills, pedagogical abilities and professionally significant qualities [2]. To activate the self-development of the pedagogical competence of a future teacher, a set of special methods, techniques, and technologies is necessary. Let's consider some of the most convenient for everyone.

1) Self-management of pedagogical competence:

- assessment of modern pedagogy, methodology, management of educational systems, as well as innovations introduced into the content of education. To obtain these assessments, knowledge tests, practical tasks and practical cases can be used. Based on the calculations obtained, it is important to draw the right conclusions about the nature of changes in professional competence in recent times.



- Assessment of personal professionally important pedagogical qualities, for example, criticality - self-criticism, trust - distrust, dependence - independence. These qualities can be assessed using specific personal tests, questionnaires, self-analysis of one's own behavior in important professional situations. It is important not only to measure certain qualities, but also to determine in which areas progress (positive dynamics) is observed and in which it is absent. The more independent and the higher the contribution to the activity, the more motivation and satisfaction it generates;

- Do not limit yourself to the development of pedagogical competence. One "motivational orientation" of a person, focused only on the professional sphere, is unacceptable for modern specialists. You need to broaden your horizons, develop your creative abilities. The formation of a person's creative potential is relevant both for modern society and for its individual elements, in particular, for the education system.

is one of the problems. This is especially true for the competitive teacher of the 21st century

it's true.

6) Having the ability to reflect:


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Reflection is one of the universal internal mechanisms for increasing the effectiveness of a teacher: the decisions he makes, the behavior of students in the classroom, his work at school in general, as well as his own development. [3]. Reflection is a process of self-knowledge and self-control by a person of his desires, goals, intellectual actions, experiences and meanings. The main task of reflection is to provide a more complete and accurate understanding of the activity carried out by a person himself, both in terms of its individual elements (factors, goals, means) and as an integral whole (activity as an integral formation that forms a functional part of all types of activity). The results of reflection allow you to more accurately assess your personal behavior and make better decisions. [4] The following recommendations have been developed as training for future teachers to develop reflection in organizing extracurricular activities:

- 1) It is necessary to return to action analysis after important events, difficult situations, and key decisions.
- 2) Each training day and, as a result, the workday should end with a retrospective analysis.
- 3) You need to examine your own ideas and judgments about other people. How accurate are they, where are they unclear, and why are they wrong?
- 4) discussing pedagogical situations with comrades and colleagues is useful for viewing the problem through the eyes of outside observers or participants.
- 5) Connecting with people who are not like you, who you don't always understand, who often have a different perspective - this is another way to activate reflection and develop a reflective stance to succeed in understanding. Don't be afraid to try to understand the other, this doesn't mean agreeing with them, but it is a prerequisite or at least a prerequisite for finding a better solution. coordinated. [9].

Discussion and Results

As a result of generalizing pedagogical competence and self-development methods, we have formulated the following rules. Pedagogical competence is self-rules for the formation of internal motivation for development. The acquired pedagogical experience has suggested a number of rules, the implementation of

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which will contribute to the self-development of pedagogical competence of students - future teachers


helps to form internal motivation for. It should be noted that, first of all, the student needs to understand the degree of his readiness for future professional pedagogical activity. The specificity of pedagogical work is expressed in such features as emotional and personal openness; sincerity and sincerity, expression of feelings and relationships; the desire for satisfaction in the process of joint creative activity with students; psychological attitude to optimal work with a specific form in order to achieve maximum persuasion and expressiveness, etc. If a teacher combines love for work and students, he is an ideal teacher. Students value mastery, deep knowledge of the subject and clear thinking in a teacher above all else. Only understanding and accepting these qualities inherent in him can allow a student to consciously prepare for the professional development of a teacher.

Situations arising in the pedagogical sphere are assessed by the position of the acting person. The choice of the course of action depends on his goals, value system, personal preferences. In the educational process, pedagogical situations are considered as situations of choice, their subject is the child.

creates conditions for personal self-awareness of their professional needs, analyzing their positions and actions.

Conclusion

The educational environment of pedagogical universities in Uzbekistan becomes a factor in the formation of the professional qualifications of a future teacher: if the content of the subjects studied is not only interesting, but also oriented to practice and reality; the forms and methods of activity are clear, logical and easy to apply in school practice; the relationship between the teacher and the student is based on democracy and a developing type of education; there are material opportunities for organizing modern educational activities and developing students; there are interactions with various subjects of the educational process. Creating basic educational platforms, holding scientific seminars and

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conferences, organizing scientific laboratories, holding joint conversations of students, university professors, teachers and schoolchildren. Thus

At the same time, it is important to work not only on external factors, but also on internal factors when training teachers. Only with a harmonious combination of external and internal conditions can the most effective result be achieved: a teacher who is modern, promising, easily adaptable to changing conditions, able to "see the sun" in every child. To train a modern school teacher, it is necessary not only to form general cultural and professional competence, but also to adhere to the following rules for self-development of professional pedagogical competence during studies at a higher educational institution, creating conditions:

- Build the educational process only within the framework of harmonious relationships between all participants in the educational process of future teachers;
- pay great attention to the formation of value orientations in future teachers, as well as the formation of a responsible attitude towards the created value positions;
- abandoning the administrative style in the educational process, giving students - future teachers - maximum freedom to realize their creative potential and personal initiative;

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