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Technology of Developing Creative Abilities of Future Teachers in The Process of Preparing Them for Professional Activity

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Abstract: This article discusses the technologies for developing creative abilities in the process of preparing future educators for professional activity as an important issue in the education system. The role of pedagogical technologies, innovative approaches and practical exercises in the formation of creative abilities is analyzed. Also, methods for developing independent thinking, creative solutions and a professional approach in the educator are shown. The article scientifically substantiates the mechanisms for creating a creative environment in the educational process and increasing its effectiveness. Thus, it is justified that it is possible to achieve strengthening creative activity in the professional training system.

Keywords: Creative ability, future educator, professional training, pedagogical technology, innovation, interactive method, creative environment, educational process, independent thinking, practical exercise, project method, creative approach, reflection, efficiency, methodological method, quality of education.

Introduction: In the current modern education system, new demands and tasks are being placed on educators, specialists involved in the upbringing and education of children. The creative approach of the educator is one of the decisive factors in the intellectual, social, moral and aesthetic development of children. From this point of view, the development of creative abilities in the process of preparing future educators for professional activity has become one of the important priority areas of education.

Creativity is an individual characteristic that allows a person to generate new ideas, find unconventional solutions to problems, and think actively. An educator who meets today's requirements must have not only theoretical knowledge, but also the ability to think independently and freely. This requires the formation of a creative approach in them.

This article focuses on this very problem - what technologies can be used to develop the creative abilities of future educators. Methods for forming creative thinking in them through technologies such as creating a creative environment, design activities, reflective analysis, and practical exercises are scientifically and practically justified.

The concept of creative ability and its essence in the education system are widely studied within the framework of pedagogy, psychology, and social sciences. Today, creative abilities are not limited to the fields of art or literature, but are an important factor in all areas of education. The presence and development of creative abilities is especially important for future educators who are tasked with the comprehensive education of children.

Creative ability is an important psychological characteristic that manifests itself in intellectual and thinking activities, such as the ability to create new ideas, unique thoughts, and innovative approaches, to independently solve problems, and to find non-traditional solutions. The personal creativity and innovative approaches of the educator are of decisive importance in educating the growing generation as free and creative thinkers.

The development of creative abilities of educators should begin at the initial stage of education. In this process, child psychology, characteristics of the educational process, individual approach and initiative support appear as important factors. From this point of view, it is appropriate to conduct special classes, trainings, and practical processes aimed at the formation of creative abilities during the training of educators.

According to experts, one of the main directions of forming creativity is the development of independent

thinking, analysis, and a constructive approach in students. In this process, creative thinking models developed by such scientists as P. Torrens, E. Taylor, J. Guilford are effective. Uzbek pedagogical scientists - Yu. H. Turaev, Sh. H. Yuldashev, N. Usmonova, H. Obidov also emphasize the national characteristics of creative education.

This chapter analyzes the structural elements of creative abilities - imagination, fantasy, intellectual activity, emotional perception, independent approaches. Each of these elements should be formed in educators gradually, step by step. This will serve to educate them as full-fledged, effective and initiative specialists in pedagogical activity.

Creative training of future educators should be carried out not only in educational institutions, but also through social environment, experimental training practices. The development of creativity in them not only ensures professional maturity, but also creates the opportunity to apply a new approach to the upbringing of the younger generation.

Also, the role of motivation in the formation of creative abilities is of particular importance. It is advisable to form ideas about the need for creative activity and the social significance arising from it for future educators, linking them to their personal interests. The internal form of motivation - that is, a person's self-awareness, satisfaction from activity - is the main factor strengthening creativity.

In modern education, the concept of a "creative educational environment" is widely used. In such an environment, the educator has the opportunity to make independent decisions, express his personal opinion, and put forward new ideas. In creating this environment, the teacher himself should serve as an example: he is required to be an open, innovative, inquisitive person.

In world experience, in particular, in the educational models of Finland, Singapore, and South Korea, great attention is paid to the development of creative thinking. For example, in Finland, children are involved in creative project work from kindergarten, and teachers shape their activities as "learning specialists". This indicates the need to establish creativity as an important criterion in the teacher training system.

The first steps are being taken in this regard in Uzbekistan. Practical classes, creative seminars, and trainings are being organized in teacher training centers and pedagogical universities. However, this process is still not carried out systematically, but on the basis of individual initiatives. Therefore, it is necessary to introduce a system of special disciplines, methodological manuals, and practices aimed at the formation of creativity in pedagogical education.

This chapter, along with theoretical concepts, also analyzes the methodological approaches used in educational practice. In particular, such methods as role-playing games, the case study method, the use of "mental maps," and organizing creative projects ensure active learning. This will help future educators develop initiative, communicative skills, and reflective analysis skills.

In short, the formation of creative abilities in an educator is not just an individual trait, but also an important guarantee of social development, improving the quality of education, and educating children as free, independent thinkers. For the effective implementation of this process, it is necessary to purposefully direct the educational process towards a creative environment, thoroughly apply the methodological aspects of technologies, and consistently introduce all mechanisms for developing creative potential in the educator training system.

The problem of developing creative abilities depends not only on theoretical foundations, but also on the choice of effective technologies for its implementation. In order to form creative abilities in future educators, it is important to study a wide range of aspects of modern pedagogical technologies and purposefully direct them into the educational process.

Today, technologies used in education, such as interactive, design, case study, cluster, axiological analysis, mental mapping, "6 thinking hats", are important factors in increasing creative activity. Through them, students are formed not only as owners of knowledge, but also as independent thinkers, capable of finding a creative approach to the problem.

Interactive technologies, in particular, such forms as "brainstorming", debate, "aquarium", form social activity and new perspectives in students. In this process, the teacher poses a problem, and students offer various solutions. Each of these solutions is associated with a creative approach and stimulates intellectual development.

The project method is also an important tool in the development of creative abilities. In this case, the future educator has the opportunity to apply his knowledge in practice, work independently, collect material, analyze, and present the result. In these processes, creativity, research, analysis, and the ability to solve problems on a scientific basis are formed.

Another effective technology is the "case study" method, which encourages students to analyze a problematic situation based on real or simulated situations. This develops their logical thinking, analytical skills, the ability to form a personal position, and the ability to defend their opinion based on evidence.

The use of information and communication technologies is also important in shaping the creative potential of future educators. In particular, the preparation of creative materials through interactive platforms, modern applications such as Google Workspace, Canva, Miro, analysis in a virtual environment, and presentation creation have become an integral part of today's educational process.

Another important aspect of technologies that develop creative abilities is that they bring students closer to practice. In this case, students test their abilities through tasks such as creative exercises, role-playing games, scriptwriting, and developing lesson plans for children during pedagogical practice.

At the same time, it is necessary to use reflection, that is, methods of analysis and evaluation of personal activity, in the formation of a creative environment. Through this technology, students learn to think objectively about their strengths, opportunities, and shortcomings. This is an important competence for a creative person.

Ultimately, technologies for developing the creative abilities of future educators are a methodological system that combines theoretical knowledge, practical activity, and personal thinking, and through its systematic and consistent implementation, the quality of pedagogical education is raised to a high level.

The effectiveness of introducing technologies aimed at forming creative abilities in the training of future educators largely depends on the appropriateness of the pedagogical environment, the educational process, and methodological approaches. Practical analysis shows that educators who receive training using innovative technologies develop a high level of independent thinking, initiative, and analytical skills.

The practical effect of such technologies is clearly manifested in the development of professional skills in students, such as creative approach, generation of new ideas, active communication with children. In particular, through role-playing games, project-activity technologies and case analyses, students' ability to adapt to real situations has increased.

Also, sociological surveys conducted in recent years confirm that the professional motivation and creative activity of students in educational groups where such technologies have been introduced have significantly increased. This indicates that the development of creative abilities is not only theoretical, but also practical.

The prospects for introducing creativity-forming technologies are also broad. In the education of a new pedagogical generation, the creative environment can be expanded through digital technologies, multimedia tools, online quests and methods enriched with STEM elements.

This will serve to strengthen the skills of the 21st century in students - communication, collaboration, creativity and critical thinking.

In this regard, it is important, first of all, to create a creative environment in higher education institutions, train professors and teachers, and improve scientific and methodological support. The quality of education will be raised to a high level by introducing criteria for assessing creativity at each stage of education, monitoring and reflection systems.

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