

CREATIVE QUALITIES OF FUTURE TEACHERS THE ESSENCE OF THE DEVELOPMENT PROCESS

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Abstract. *This article provides information about the process of developing creative qualities of future teachers.*

Keywords. *Creative, ability, opportunity, imagination, creativity, adjectives.*

The concept of creativity was defined by scientists of ancient times. Plato writes: "... from all types of creativity, one area is distinguished - the area of music and poetic measures, it is customary to give it the name "creativity". Aristotle distinguished everything that creates the creative principle in the mind.

In ancient Rome, there were already two terms "sgeage" - to create and "facere" - to innovate. Not only poetry, but also the works of artists and sculptors were created as a result of divine inspiration. During the Christian era, the term "creage, creatio" began to denote the divine act of "creating from nothing" and was not associated with human activity. As the Roman senator and writer Cassiodorus (6th century AD) noted, created and invented are different because we can do but not create. Thus, the ancient point of view that art is not a sphere of human creativity is repeated. This "restriction" of human creativity was removed during the Renaissance, when man began to consider himself a creator and began to search for ways to express this feeling [2].

Renaissance understands creativity first of all as creation, art in the broadest sense of the word. Hence the Renaissance cult of genius as a carrier of creativity. During the Renaissance, interest arose in the uniqueness of creativity and, at the same time, in the personality of the artist. Leonardo da Vinci writes that he creates what does not exist in nature. I. Kant created the concept of creativity, which was completed in the 18th century, and analyzed creative activity under the name of the productive capacity of imagination. Kant considers creativity to be a transformative activity, an object that changes the image of the world, creates a new, "humanized" world, as if it did not exist before. This ability creates unconsciously, in a state of inspiration, just as nature creates, even if someone has more ability. The unconscious nature of the process, however, persists in the subjectivity of the individual, and therefore his freedom is mediated and "...in free action is only a conflict between the conscious and the unconscious. It can establish creative enthusiasm in the artist"

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Many authors (V.N. Druzhinin, J. Gilford, A.M. Matyushkin, Ya.A. Ponomarev, E.P. Torrens, etc.) have given different interpretations to the concept of "creativity".

In the philosophy of the end of the 19th century and the first half of the 20th century, creativity is considered primarily in opposition to mechanical and technical activity. The most developed concept of creativity in the philosophy of life was given by A. Bergson [30, p. 57]. Creativity as the continuous birth of innovation.

According to A. Bergson, the essence of life is; Creativity is something that happens objectively, in contrast to the subjective technical activity of design (in nature - in the form of birth, growth, maturation processes; in the mind - in the form of the emergence of new laws and experiences). The activity of the mind is not capable of creating the new, but only combines the old. N.A. Berdyayev, a representative of existentialism, emphasized that creative ecstasy is the most adequate form of existence. Based on the creative position of the creative person, N.A. Berdyayev wrote: "Creativity is wonderful by its nature. And man was created by a bright being as the creator. Human genius reflects the image of God the Creator. A genius is not the same as a genius."

Genius does not mean that a person has great talent, such as writing works of art or philosophical books, running a country, or discovering and inventing. Genius should be attributed to internal creativity, not the current implementation of creativity in products.

Unstable systems are very sensitive to weak fluctuations, initial conditions (causes). It is not possible to assign a class of "similar situations" leading to "similar causes" and "similar actions" for such systems, which are in unstable contact with other systems. The behavior of such systems cannot be predicted because after a certain time the initial state (cause) no longer allows the trajectory to be determined. The quantities describing the system change like an avalanche in a finite time interval. In order to increase the time interval over which the behavior of the system can be predicted, the accuracy of setting the initial state should be increased by several orders of magnitude. Such systems do not allow for a "rough" description of their behavior in terms of cause-and-effect categories, which are called complex in synergetics.

It can be said that creativity has occurred only after the changeable interaction of the novelty created by the subject and socio-cultural normative relations in the process of activity. Only then is the attribute "creative" transferred to the activity that produced the result recognized as creative. Creativity is an activity frozen in a product that is creative, or an activity similar to an activity that is already creative. Ideas that arise in the course of human activity can be creative, and no new formation is a priori creative. Even within a single culture, creativity is unstable, because creativity can change partially within a culture

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In the 1920s, J. Wallace studied the question of how famous scientists approach discoveries and solve scientific problems. As a result, he identified four successive stages, most of which are:

Stage 1. Training. At this stage, a person collects all the information related to the problem and tries to create an overview of it.

Stage 2. Incubation. The stage is the longest and can last several hours, days, months. At this stage, the search for a solution is temporarily postponed, and the researcher is engaged in some other work. Many scientists say that new combinations or connections that lead to problem solving sometimes occur during sleep.

Stage 3. Illumination. As a result of the process of perception (understanding), the solution suddenly comes "by itself", logically connected with the subconscious thread. However, the impression that the problem is solved can be wrong. Therefore, the fourth step is necessary.

Step 4. Development. The solution found is checked against the facts or formulated orally or in writing, while evaluating the logic and reasonableness of the decision.

The first stage is incubation, exploration, "cross-fertilization of heterogeneous matrices" and maturation of the product of this birth, which occurs without much involvement of consciousness. It can be thought of as preparation for a big leap forward.

Only the result of the problem solver is implemented and the method is not implemented. An intuitive model of the situation is formed unconsciously. Here, the by-product of the activity as a signal plays a decisive role.

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