

Personality-Oriented Education in the Development of Creative Activities of Future Educators

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Abstract

This article is devoted to problems in the direction of improving the system of formation and development of the creative activities of future educators through personality-oriented education, aimed at realizing the need to create the necessary conditions for the content and essence of this activity and the manifestation of the creative, mental and intellectual potential of the subjects of pedagogical processes in order to achieve.

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

INTRODUCTION

Today, the analysis of strikes on the formation and development of creative activity in future educators through personality - oriented education in world practice shows that the formation and development of the creative activities of future educators in a democratic society does not occur spontaneously, this process is formed and composed as a result of pedagogical activity purposefully carried out in a muntaazam manner. It is also characterized by the fact that with modern requirements for the formation and development of the creative activity of future educators, the imbalance between their knowledge, skills and qualifications, competencies of existing creative activity is the reason for their incompatibility with the needs of the development of society.

LITERATURE ANALYSIS AND METHODS

In the literature, there are different approaches to the concept of "creativity" in terms of meaning and content. Including "creativity", "creativity", "creative activity", "creative thinking", "creative approach", "creative quality and qualities" can be said. The process of training future educators is directly connected with the activity of the creative activity of the individual. One of the most important tasks of modern teaching in a higher school means that it is important to create favorable conditions for clarifying the awareness of future educators in the profession. Creative activity is a creative process that requires prolonged preparation, erudition, professional abilities. Creative activity-means that the basis of a person's long activity is the source of all material and spiritual wealth.

D. B. Bogoyavlinskaya, F. Williams, E. P. Ilyin, A. M. Matyushkin, A.V. Petrovsky, A.V. Authors such as khutorskaya highlight that creativity is the ability (feature, quality) of an individual. Also. they advance that under creativity are embodied such as certain mental and personal characteristics, the ability to make new decisions and non-standard thinking. Advanced views on the formation and development of the creative activity of the individual J.Guilford, A.Maslau and other scientists have also been featured in scientific work.

RESULTS AND DISCUSSION

There are such types of personality-oriented education as problem education, modular education, software education, developmental education, game technologies, interactive Education, Collaborative Education, differentiated education, individual Education, distance education, Independent Education and innovation education, the extensive use of which in the educational process allows to ensure the quality of education and content the activities of creativity of future educators. In authoritarian technology, the educator is manifested in the quality of a single subject, while the disciplinarians act only as an "object". In this, the initiative and independence of the upbringing is lost, training is carried out in a mandatory way. Traditional teaching is mainly aimed at mastering knowledge, skills and qualifications, and does not provide for the development of the individual.

Traditional teaching has the following characteristics: violence pedagogy, an explanatory-visual way of teaching, expressed by the likes of mass teaching.

In traditional teaching, authoritarianism is manifested in the following form: an educator is a person who has not yet been fully formed, he is only necessary to perform, and an educator is a captain judge, manifested as the only initiating person.

And in person-oriented education, the person of the educator is put in the center of the pedagogical process, favorable conditions and opportunities are created for its development and realization of its natural capabilities A new look at the person will consist of:

- in the pedagogical process, the individual is not an object, but a subject;
- every educator is the owner of the ability, and most are the owner of the talent;
- high aesthetic values (generosity, love, hard work, conscience, etc.) are seen as the superior qualities of the individual.

Democratization of relations includes:

- equalization of the rights of the future educator and educator;
- the right to freely choose the future educator;
- right to error;
- the right to have one's own point of view;
- interaction of educators and future educators zayli;
- not forbidding his talent and abilities;
- joint management, not Management;
- persuasion, not coercion;
- organization, not ordering;
- allowing free selection, not delimitation.

The main content of the new relationship is the abandonment of the pedagogy of violence, which does not give an effective result in the current conditions and is considered inhuman. The problem is not expressed in the absolutization of this principle, but in the determination of its rational criteria.

In general, violence in the process of upbringing is impossible, but punishment humiliates, oppresses, weakens development of a person, in which a person forms such negative characteristics as, find out from the inside, sloth, innocence, tact, nervousness. A modern new interpretation of the creative approach to the formation of the personality of the future educator will consist of;

- innovative orientation of the personality of the future educator to creative search;

- search and development of creative qualities of the individual;
- drawing up individual programs of Personality Development.

In the personal approach, the following are primarily important:

- to see a unique person in the image of every future educator, respect him, understand him, accept him, trust him.
- to bring in the confidence in the future educator that all educators are talented;
- to create favorable, supportive, benevolent situations for the individual, that is, to bring satisfaction and joy from their creative activity;
- not allowing direct coercion, not emphasizing backwardness and other shortcomings, not touching his elegance;
- in the pedagogical process, such as creating and assisting future teachers with the opportunity to realize their abilities.

CONCLUSION

In place of the conclusion, it can be said-the content of activities aimed at developing creativity in future educators is reflected in the following.

- content of activities aimed at the teacher's perception of the personality of the future educator as a value;
- the purposeful development of creativity, that is, creativity with special attention to the design, planning and selection of creative elements in the process;
- in the process of this activity, an experience aimed at creative activity is formed.

The following factors are important for the development of the creativity of future educators. I.e.:

- study and analysis of methods for the formation and development of creativity;
- creating favorable conditions for the formation and development of creative activity
- development of motivation for the formation and development of creative activity in the educational process control the formation and development of creative activities.

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