

Adding competence of students of higher educational institutions on the basis of creative approach to the development of technology

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Abstract. This article deals with the development of creative competence of future teachers on the basis of acmeological approach, the qualities of creativity of future teachers, approaches based on the development of creative competence of future teachers, pedagogical conditions for the development of creative competence and the possibility of organizing creative activities. The skill groups that are given are shown. An analysis of the results of experimental work is also presented.

1 Introduction

Reforms and changes in values in the global education system require an innovative approach to pedagogical processes and the active introduction of technology [1-5]. The effectiveness of innovations in the educational process depends on the creative competence of the teacher and his level of development [6-10]. The Sarbonne Declaration, the Education For All (EFA), the Millennium Development Goals (MDGs), the World Education Forum and the Lisbon Conventions are based on a competent approach. plays an important role in identifying innovative areas for training qualified creative staff.

Research on improving the methodological and scientific-methodological framework for the development of creativity of future teachers in modern conditions, the development of systematic models of integrative vocational education and objective assessment of results in leading research centers and higher education institutions, including AICHI University of Education (Japan), National Institute of Technical Teachers Training and Research (India), Shaansi Normal University (China), Princeton University (USA), Belfield Pedagogical University (Germany), National Advice on pedagogical technology (England), Academy of Education (Russia), Tashkent State Pedagogical University (Uzbekistan) and other research institutions [11-17].

2 Methodology

Development of scientific and methodological recommendations for the development of creative competence of future teachers based on the acmeological approach.

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2.1 Research objectives

1. To study the development of creative competence of future teachers as a pedagogical problem on the basis of an acmeological approach;
2. The current state of development of creative competence of future teachers on the basis of the acmeological approach, the study of pedagogical and psychological features;
3. Improving the forms, methods and tools for developing the creative competence of future teachers based on the acmeological approach;
4. Development of a model for the development of creative competencies of future teachers based on the acmeological approach;
5. Development of scientific and methodological recommendations for the development of creative competence of future teachers based on the acmeological approach.

2.2 Research methods

Analysis of philosophical, psychological and pedagogical, methodical literature, normative documents, university programs; empirical research methods (pedagogical observation, interview, questionnaire, test, interview, self-assessment, expert assessment); review of student performance - portfolios, reports, diaries, etc; methods of mathematical statistics.

The scientific novelty of the study is as follows:

The state and specificity of the development of creative competence of future teachers in theory and practice on the basis of an acmeological approach;

developed a program of self-development of future teachers based on an acmeological approach;

a pedagogical model for the development of creative competence of future teachers based on the acmeological approach;

based on the acmeological approach, teaching technologies have been developed to develop the creative competence of university students.

The practical result of the study are as follows:

Based on the research materials, suggestions and recommendations, the program "Creative Teacher" for students majoring in 5110900 - Pedagogy and Psychology was developed and implemented; Creates a textbook called "Pedagogical Technologies"; A program of self-development of university students based on the acmeological approach was developed and introduced in the qualifying practice of students of 5110900 - Pedagogy and Psychology.

In contrast to traditional thinking, the creative competence of future teachers based on the acmeological approach is manifested in the following qualities:

- speed and flexibility of thinking;
- ability to create new ideas;
- not thinking in the same way;
- originality;
- initiative;
- tolerance of uncertainty;

The creative competence of future teachers includes the following approaches:

Purpose-motivated approach (creative activity is a value and is reflected in the interests, motivations, aspirations of the educator to organize the activity);

Meaningful approach (includes pedagogical, psychological, special and innovative BKM);

Rapid-activity approach (represents actions on certain intellectual-logical thinking, as well as practical (special, technical, technological) methods of activity);

Reflexive-assessment (which involves understanding the essence of personal creative activity, self-analysis and self-assessment);

The pedagogical conditions for the development of creative competence of future teachers are:

1) organizational and managerial (curriculum, schedule of the educational process, lesson plan, development of criteria for determining the level of competence, logistics of the educational process);

2) educational-methodical (selection of the content of lessons, integration of different courses, separation of leading ideas);

3) technological (monitoring and evaluation, organization of active forms of training, identification of knowledge groups within the competence, the use of innovative technologies);

4) psychological and pedagogical (diagnosis of students' development, stimulation of teaching motivation, definition of competence criteria, directing students to work together).

The structure of a future teacher's creative competence is determined by his / her pedagogical skills, and skills (knowledge based on theoretical knowledge and aimed at solving pedagogical problems) are determined by a gradually developing set of actions.

Skills groups that allow students to organize creative activities:

1) cognitive (gnostic) skills;

2) design skills;

3) creative-practical (constructive) skills;

4) research skills;

5) communicative skills;

6) organizational skills;

7) consistency (procedural) skills;

8) technical and technological s

To develop students' creative competence, it is recommended to use the following most effective methods in the educational process:

- project method;
- brainstorming method;
- way of thinking;
- method of concept analysis;
- complex problem-solving method;
- conference method etc.

The use of these methods can begin from the first year of the student. For junior students, methods such as creative research, business games, group solutions to problem situations, and project style are effective. Creative discussions in the classroom, "brainstorming", organizational and active games, the use of the conference method allows you to delve deeper into the problem under study, to consider the advantages and disadvantages of the phenomenon under study, to achieve results.

3 Results

In the analysis of the results of pedagogical experiments, the method of mathematical and statistical analysis was used, based on the results of experimental work on the development of creative competence in the educational process. During the experiment, 63 respondent-students of the Faculty of Philology, Department of Foreign Languages and Literature, including 33 students in the experimental group and 30 students in the control group, as well as students of the Faculty of Preschool and Primary Education. 65 respondent-students of the work direction, including 34 students in the experimental group and 31 students in the control group. At the beginning of the experiment, when the students' performance in

the experimental and control groups was studied on the basis of a questionnaire, the following results were obtained. The results of the final experiments show the development of creative competence in the experimental and control groups 1-2 in the following diagrams (Fig. 1, Fig. 2).

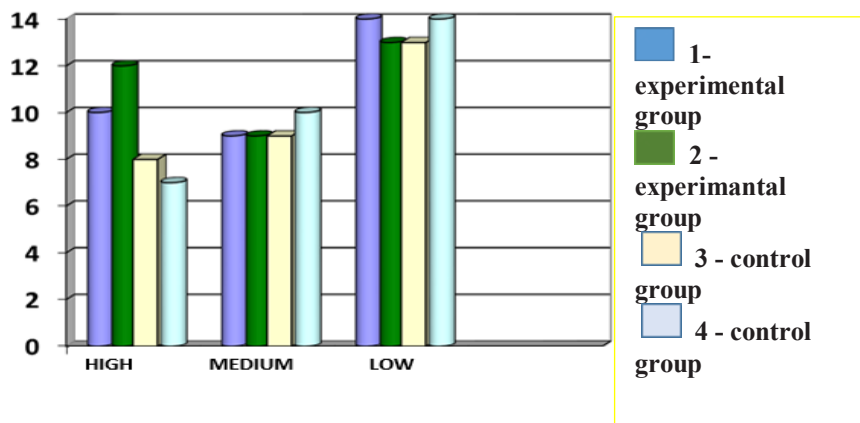


Fig. 1. Diagram of the overall performance of the experimental and control groups 1-2 at the beginning of the experiment.

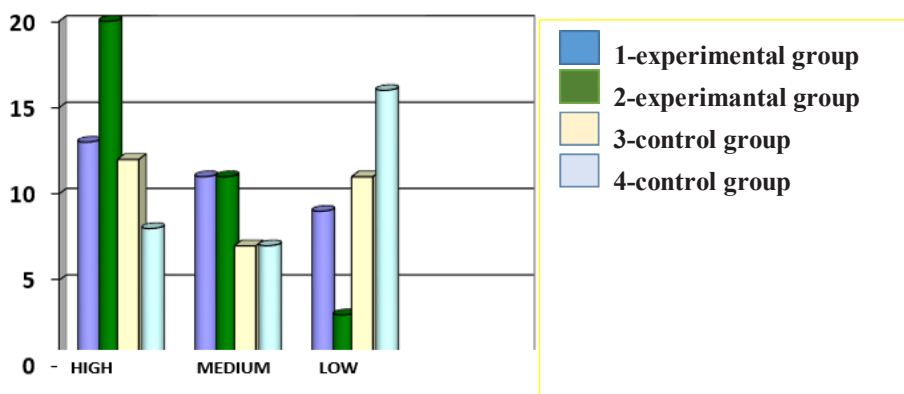


Fig. 2. At the end of the experiment, a diagram of the overall performance of the experimental and control groups 1-2.

The obtained results confirm the effectiveness of the experimental work. This indicates that the experiments were well organized and that the research was done correctly. At the end of the experiment, methodological recommendations were developed for the organization of the pedagogical process aimed at increasing the creative competence of students.

4 Conclusion

1. Modernization of higher education institutions and their educational process, improving the quality and monitoring system of teacher training, equipping future teachers with

modern professional knowledge, skills and abilities, providing them with acmeological motivation for professional activity formation is one of the important tasks in the process of developing the creative competence of pedagogical specialists.

2. As a result of the research, the effectiveness of the pedagogical system aimed at developing the creative competence of university students, scientific and methodological recommendations for its implementation in practice and ways to improve this pedagogical system were identified.

3. The results of the experimental work on the research showed that the creative competence of the students of the experimental group was developed.

Based on the above conclusions, we will offer the following recommendations:

Based on the acmeological approach, the following conclusions were drawn, summarizing the specific pedagogical and psychological features of the organization of the pedagogical process aimed at developing the creative competence of university students:

1. Working on the basis of priority principles in the formation of creative qualities in university students guarantees the effectiveness of purposeful activities.

2. The results of the analysis of the current state of development of creative competence of students in higher education institutions: students do not have sufficient free thinking skills, ie students are not independent in organizing their activities, face certain difficulties in substantiating their views they do not have the ability to effectively apply the acquired knowledge in practice.

3. From the first year of study, students can use creative research, business games, group solutions to problem situations, project style, creative discussions, "brainstorming", organizational and active games, conference methods. . This type of activity allows you to delve deeper into the problem under study, to consider the advantages and disadvantages of the phenomenon under study, to achieve "acme".

4. Teachers should choose teaching methods and technologies in such a way that young people not only acquire ready-made knowledge, but also acquire knowledge independently from various sources, form their own point of view, substantiate it and use the acquired knowledge to acquire new knowledge. should be

5. The following are identified as pedagogical and psychological opportunities for the development of creative competence of students: first, the use of active learning technologies in the educational process; second, to take into account the age and characteristics of the student; thirdly, the educational process, including the use of active learning technologies in the teaching of sciences, interesting and meaningful organization of lessons using non-traditional forms, methods and tools, can yield the expected results.

6. On the basis of the acmeological approach developed methodological support for the development of creative competence of university students.

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