



The Most Important Aspects Of Pedagogical Technology And Creativity For The Professional Growth Of Teachers

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Abstract: The article discusses the essence of pedagogical technologies aimed at the professional growth of teachers, features of creative pedagogy and achievements in science, creative pedagogue, creative student. After all, in creative pedagogy classes, we can cite the following as the main factors that shape students' creative thinking and worldview: interactive educational methods, ICT tools, use of new forms and methods of teaching, trainings that shape creative thinking, pedagogical technologies.

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Introduction:

Harmonious training of personnel with the process of democratic reforms and spiritual renewals, which are consistently implemented in our country, raising the social importance and status of education, attracting qualified and selfless people to this process, supporting them in every way. and special attention was paid to motivation. Improving the qualifications of professors and teachers of higher education is one of the most important tasks in the process of modern personnel training. Programs of higher education institutions that take into account the future development of techniques and technologies for the retraining of pedagogic personnel and improving their qualifications, the use of innovative scientific achievements, the use of modern pedagogical and information and communication technologies, distance learning, and the expansion of independent education production and implementation are set as the main task. Therefore, it is difficult to imagine today's educational process without information and communication technologies.

After all, integration into the rapidly growing world community is achieved through the introduction of interactive pedagogical and information technologies. Unlike other areas of the economy, today there is a demand for regular updating of educational processes. Meeting this demand requires the use of interactive pedagogical and information technologies based on the requirements of the times. In this regard, today many countries in the world are trying to find a

solution to this problem. They are: "Educational model for the 21st century, education and social development, research" adopted in Japan in 1984; "Future Education" adopted in France in 1985; "Education in 2000" in Germany; Programs such as "Science for All Americans" adopted in the USA in 1985 and "21st Century Education for Americans" adopted in 1984 paved the way for reforms in the world education system. This emphasizes the need to conduct wider scientific research in this field.

Materials and Methods:

That is why in-service teachers are able to use modern pedagogical and information technologies, interactive methods of educational work, and organize their activities on a scientific basis to further improve and develop their own pedagogical skills and abilities, as well as preparing them to be worthy of independent scientific-pedagogical and professional management activities is an urgent problem of today [1, p. 10]. This is also an option for solving the task of the third stage of the national personnel training program. This option, in turn, requires solving a number of tasks. They are:

- to achieve the education of in-service teachers with intellectual potential based on modern requirements, i.e. to acquire professional training aimed at implementing modern achievements of science and technology in practice;
- teaching in-service teachers to use pedagogical technologies and interactive educational

methods effectively using modern information technologies in training teachers for professional activities, etc.[2, p. 35].

Today, it is not a secret to anyone that the above-mentioned tasks cannot be achieved without raising the scientific outlook of teachers. Therefore, in this part of our research work, we present the results of our research work on the provision of knowledge about scientific research and their integrity and continuity in expanding the scientific outlook of in-service teachers. It is known that research means achieving something new as a result of creative activity. The results can be in different forms depending on the nature of creative research, i.e. abstract, thesis, article, book, auto-abstract, dissertation, monograph or formed thought, idea, vision (concept), doctrine or device, mechanism, machine, invention, patent, discovery or method, methodology, method, criterion, technology, model, algorithm, principle, module, etc.

Therefore, it will develop creative research, science, technology, education, culture, etc., and raise their current state to a new level of quality. This means, by involving in-service teachers to more scientific creativity, ultimately, to achieve the training of specialists with a high scientific outlook.

A specialist with a broad scientific outlook will embody the following achievements:

- will be able to improve things or objects necessary for the vital needs of mankind (taking into account ease of use in practical activities) and add new ones to them;
- expanding the scope of modern scientific research on improving people's lifestyle, they will succeed in replacing physical work with a more intellectual work process;
- expanding the scope of creative works that increase the intellectual potential of the society and achieving the training of active participants of the "21st century intellectual age", that is, it will have the ability to train specialists who can "work" with any modern technique and technology;
- will have the intellectual potential to search for effective ways of education and create promising technologies for training qualified specialists;

- will be able to create a prospective and information technology-based methodology for educating our youth based on the ideology of independence;

- at the time of informationization of the society, future elementary school teachers can create optimal ways to improve their computer literacy and use them regularly in practical activities [4, p. 25].

In order to solve these issues, it is important to create the concepts of information technology in the minds of teachers who are in-service teachers. In general, the symbols about information and databases briefly described above, the process of their formation and the information used in them ensure the emergence of information. Information is an environment (observation, etc.) that does not remain within the scope of its creator and reduces the level of uncertainty, incompleteness of knowledge, and can be expressed through oral, written or other methods (conditional signals, technical tools, computing tools, etc. are information about "objects, events". That is, "Information" - information obtained from the surroundings (objects) prepared for consumption. Its importance in education is that it provides useful information about events and events [3, p. 72].

Formation of a well-rounded person is one of the urgent issues facing our society today. As stated in the "National Personnel Training Program", "the creation of advanced technologies and didactic support of the educational process" is required to form a new system and content of education. One of the urgent tasks facing the educational system in the current developing period is the wide use of creative pedagogic technologies and achievements in teaching. It is necessary to introduce them to the education system and apply the experiences of developed countries to the education system of our country [5, p. 61].

The training of highly qualified specialists in educational institutions is largely determined by the teaching of creative pedagogy. Creativity itself is a quality of a person that is manifested in the process of formation as a person based on the means of culture, and this quality is related to the self-improvement and development of a person (Table 1). His creativity is manifested in his communication, thinking, and certain types of activities.

Table 1

Formation of creativity in future pedagogues

Future pedagogues...	<ul style="list-style-type: none"> - interesting; - complex tasks; - providing a clear goal and time
To future pedagogues...	<ul style="list-style-type: none"> - that creativity creates a sense of imbalance meaning; - help to get rid of anxiety and fear to give - creative thinking skills with other skills help to develop; - not to "rescue", but to guide
Future pedagogues...	<ul style="list-style-type: none"> - encouragement through conversations; - providing constructive comments; - introducing new instructions
To future pedagogues...	<ul style="list-style-type: none"> - they can develop other types of creativity; - ability to work in a group; - to be emotionally free and have positive thoughts - to create an environment that will be the foundation for

In creative pedagogy classes, we can cite the following as the main factors that shape students' creative thinking and worldview: interactive learning methods, ICT tools, use of new forms and methods of teaching, trainings that shape creative thinking, pedagogical technologies. We can say that appropriate and effective use of these technologies is one of the achievements of creative pedagogy. The quality of creativity, like other qualities, is not formed at once [6, c. 28].

In order to fully understand the general nature of the process of developing creative qualities in a person, it is necessary to first understand the meaning of the concept of "creativity". According to Ken Robinson, "creativity is a set of original ideas with their own value" (Azzam, 2009). And Gardner explains the concept in his research as follows: "creativity is a practical action performed by a person, which should reflect a certain novelty and have a certain practical value." Expressed in terms of Emebayle's (1989) approach, creativity means "having highly unusual skills along with thorough knowledge of a specific field"[8, c. 34].

Many studies have different views on the relationship between intelligence and creativity. According to Patti Drapeau, creative thinking is, first of all, comprehensive thinking about a specific issue. Comprehensive thinking requires students to rely on many ideas when completing educational tasks, problems and tasks [7, c. 42].

Discussion:

Based on the above-mentioned ideas, the concept of "creativity" can be interpreted as follows: Creativity (lat., ing. "create" - creation, "creative" -

creator) - describes the individual's readiness to produce new ideas and is an independent factor in the composition of talent incoming creative ability. Creativity emerges as an important factor of talent in a person. Pedagogical creativity is the ability of a pedagogue to create new ideas that serve to ensure the effectiveness of the educational process, as well as to positively solve existing pedagogical problems, unlike traditional pedagogical thinking. Possessing the qualities of creativity of the pedagogue, creating new ideas in the organization of educational and educational processes, making effective use of advanced pedagogical achievements and experiences, creating creative ideas that serve to develop the educational activities and personal qualities of young students. appears. Creative activities increase students' interests and encourage them to seek more [9, p. 28].

Interactive methods of education, the use of non-traditional forms of education, and modern educational technologies are useful to the pedagogue in shaping the creative thinking of students. Educators can use the following methods and tools to form students' creative thinking: using new forms and methods of teaching, mutual teaching, competition, teaching using ICT and multimedia tools, creating a healthy competitive environment in the classroom, novelty of educational materials, creation of interesting situations[9, p.].

Therefore, finding a solution to the problem of raising the scientific worldview of future elementary school teachers in this sequence warrants the creation of an optimal option for achieving the set goal.

In short, the creativity of the pedagogue is important in the formation of creativity in students.

Students' creativity is manifested and developed in their creative activities. In this way, students get used to creative thinking, actively participate in scientific research and creative projects conducted by the pedagogical team, and can determine the essence and importance of the task to be performed. One of the most important aspects and achievements of creative pedagogy is the ability to manifest the above creativity characteristics in teachers and students.

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