

## MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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<http://mentaljournal-jspu.uz/index.php/mesmj/index>



#### THEORETICAL FOUNDATIONS OF METHODOLOGICAL PREPARATION OF FUTURE EDUCATORS FOR CREATIVE ACTIVITIES

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#### ABOUT ARTICLE

**Key words:** theoretical, foundations, methodological, preparation, future educators, creative, activities, pedagogical.

**Received:** 04.01.24

**Accepted:** 06.01.24

**Published:** 08.01.24

**Abstract:** In this article, the theoretical issues of development of creative competence of pedagogic magistracies, pedagogical laws of creative activity, and methodological bases are analyzed. Also, in the article, as a methodological basis, the approaches of our honorable President, who first of all reflected the priority directions of the state policy, as well as the methodological and methodical views on the subject in the field of pedagogy were reflected. In the article the author assumes that foundational theories significantly influence the development of methodologies for preparing prospective educators to promote creativity in students, as well as through the integration of constructivist principles, adoption of social-emotional learning, comprehension of the creative process, and encouragement of a growth mindset, educators have the ability to establish settings that foster the creative capacities of every student.

#### INTRODUCTION

In the social and economic development of the society, the human factor, human capital is manifested in the activity and specialization of people in one or another profession. Each profession, specialty is formed, develops and develops on the basis of social and economic necessity, and has its own scientific and practical competence characteristics. Each specialty has a special place in the socio-economic development of the society, profession, specialization, specialty have been expressed in connection with each other in scientific literature.

Part 4 of the “Teachers” Charter adopted by UNESCO states that “Educational development depends on the qualifications and skills of teachers, pedagogical, personal and professional qualities of each teacher”. Today, the theoretical-methodological system of continuing education is regulated by a number of laws, decrees and decisions of our state, government and relevant ministries.

Decree No. 5847 dated October 8, 2019 of the President of the Republic of Uzbekistan “On approval of the Concept of the Development of the Higher Education System of the Republic of Uzbekistan until 2030”, Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 "State educational standards of general secondary and secondary special, vocational education Resolution No. 187 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 28, 2017 No. 1026 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 28, 2017 “On measures to organize the retraining of teaching staff and their professional development”, Resolution No. 1026 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2019 On the basis of the Resolution No. 1059 on the approval of the concept of education and measures for its implementation, the system of improving the qualifications of teachers is regulated.

Each position of pedagogical activity is determined by its own level of competence. Competence is used in the Uzbek language on the basis of the concepts of ability, ability and qualification. In Arabic, ability means suitability, suitability, good quality, fitness for a job, ability, development of abilities.

### **LITERATURE REVIEW**

In the middle of the 20<sup>th</sup> century, along with the development of the science of pedagogy, a system of training specialists in the field of pedagogy was formed. Each country has a system of training pedagogic specialists with its own ways and forms. In particular, among former allied republics, pedagogic specialists were trained through doctoral studies based on the theory and history of pedagogy, as well as independent researchers. Those who worked at school for at least two years in various professions were admitted to this course. It took a lot of time, years, before the future pedagogic specialists learned the specialized subjects. There were no directions in higher education on the theory and history of pedagogy. After independence, first of all, the foundation of training of pedagogic specialists was created through the introduction of pedagogy and psychology bachelor's courses in higher education. If 120 hours of pedagogy and its history are taught in the training of general pedagogue personnel, more than 500 hours of specialized subjects are taught in the pedagogy-psychology undergraduate education.

In 2001, 5A110901 master's education was introduced on the specialty of theory and history of pedagogy. Methodological support, educational standards, curricula, programs aimed at increasing the quality and efficiency of personnel in the specialty of theory and history of pedagogy, like all

master's degrees, have been changed and improved several times. 70% of the personnel who completed the master's degree in this specialty are teaching pedagogical sciences in the positions of teachers and senior teachers in pedagogical departments.

In the Decision of the President of the Republic of Uzbekistan “On Measures for the Further Development of the Higher Education System” dated April 20, 2017 No. PD-2009, the “Regulation on Master's Degree” of the Ministry of Higher Education of the Republic of Uzbekistan was approved on March 2, 2015, and master’s education was improved.

The general requirements for master's training were determined by the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 343 dated August 16, 2001 “On approval of state educational standards of higher education”. The requirements for master's training in a specific specialty are determined by the qualification requirements for master's specialties, which are approved by the competent state body for higher education management. Also, Master’s degree:

- to independently conduct scientific-research, scientific-pedagogical and professional activities in the chosen specialty;

- to use modern information and communication technologies in professional activities;

- to continue post-secondary education at the Institute of Senior Researcher-Researchers in accordance with master's degree preparation.

The following types of professional activity of the master in accordance with his specialty, scientific and scientific-pedagogical training:

Scientific and pedagogical;

Scientific and creative;

Research and experience;

Design-construction;

Project-technological.

Management in production, as well as professional activities according to the bachelor's degree, can be engaged in.

For 5A110901 – Pedagogical theory and history specialty, qualification requirements indicate four specific areas of activity. These are pedagogy:

Scientific research;

Spiritual - educational;

Organizational - defined in management style.

However, all areas of Master's General Competencies define the road map of professional competence for Masters of Pedagogy.

The formation of the scientific-pedagogical activity of a highly qualified master of pedagogy of the 21<sup>st</sup> century is directly related to the following factors:

- continuous education - scientific approach at every stage of education;
  - knowledge and practice of the dialectical nature of education - education;
  - knowledge of the laws and principles of the educational process;
  - the ability to use the optimal methods and tools of education and training in accordance with the existing conditions;
- being able to organize activities in a higher and secondary special educational institution on a scientific basis as a master;
- knowledge of pedagogical and psychological characteristics of each young person;
  - knowledge of the social, economic nature and importance of education - education;
  - to follow the laws of social pedagogy;
  - requires every specialist to be at an academic age for activities such as knowledge and implementation of state policies and laws related to youth.

### **METHODOLOGY**

Some studies on general pedagogical competence serve to define a modern methodological road map for the training of future specialists based on world experience.

Methodological competences of a master teacher - a future teacher include a set of knowledge, skills and competencies necessary for the development and application of effective methods of teaching and educating students. These competencies help teachers better understand processes of childrens' learning and development, as well as ways to improve them. Some of their key methodological competencies as specialists in the future include:

1. It is desirable for a pedagogue master to increase the possibilities of understanding pedagogical theory. Must be familiar with the fundamentals of pedagogy, including theories of learning, developmental psychology, sociology of education, and other related fields.
2. The teacher must master the planning of lessons and programs of the masters: the teacher must develop curricula and programs adapted to the needs of his students, taking into account their age, level of knowledge and individual characteristics.
3. The teacher should master the methods of assessment and analysis of the masters: the teacher should evaluate the academic achievements of his students and analyze the results in order to determine the effectiveness of his work and make corrections.
4. The teacher should master master teaching methods: know different teaching methods and be able to choose the most suitable methods for specific educational tasks and groups of students.
5. The teacher mastering the use of master educational technologies: modern methodological competencies include the ability to use information and communication technologies (ICT) in the educational process.

6. The teacher must be able to adapt his teaching methodology to different types of students, taking into account their characteristics, abilities and needs.

7. The pedagogue should increase the opportunities for self-education of masters: be ready for continuous learning and self-improvement, follow the latest methods and trends of education.

8. Master's teacher should have interpersonal skills: good communication skills, ability to work in a team, maintain positive relations with students, parents and colleagues.

9. The teacher should be able to increase the reflective abilities of the masters: to be able to analyze his work, to identify his strengths and weaknesses, and to constantly improve his professional approach.

10. Educator masters must adhere to ethical standards: adhere to high standards of professional ethics and responsibility, ensure the safety and well-being of students.

## **DISCUSSION**

The field of education is undergoing a paradigm shift, recognizing the crucial role of creativity in fostering critical thinking, problem-solving, and adaptability among students. As such, the preparation of future educators has become a topic of paramount importance, particularly in the context of methodological approaches that aim to nurture creativity in both educators and students. This research discussion delves into the theoretical foundations of the methodological preparation of future educators for creative activities, exploring key concepts and frameworks that underpin effective teaching practices.

**The Importance of Creativity in Education:** Numerous studies emphasize the significance of creativity in education [10]. Creativity is not confined to artistic pursuits but extends to the ability to think innovatively, adapt to changing circumstances, and approach problems with a fresh perspective [16]. Recognizing the importance of creativity aligns with the demands of a rapidly evolving global landscape, where individuals must be equipped with skills beyond rote memorization.

**Constructivist Learning Theories:** Constructivism, rooted in the works of Piaget [14] and Vygotsky [17], provides a theoretical foundation for the methodological preparation of educators. Constructivist theories emphasize active engagement, collaboration, and hands-on experiences, fostering a learning environment where students construct their own knowledge. Educators, therefore, need to adopt instructional strategies that encourage exploration, experimentation, and problem-solving [11].

**Social-Emotional Learning (SEL) Theories:** SEL theories emphasize the holistic development of students, recognizing the interconnectedness of emotional and cognitive aspects [19]. Educators, equipped with SEL methodologies, can create supportive environments that nurture creativity by addressing students' emotional needs, building resilience, and fostering positive interpersonal

relationships. This approach acknowledges that creativity flourishes in an environment where individuals feel secure and encouraged to take risks.

The Creative Process and Creative Problem Solving: Understanding the creative process is essential for educators to guide students effectively. Wallas [18] proposed a four-stage model of the creative process: preparation, incubation, illumination, and verification. Educators need to facilitate each stage, recognizing that creativity is a dynamic and iterative process. Additionally, adopting creative problem-solving frameworks, such as the Osborn-Parnes model [13], can empower educators to guide students in generating innovative solutions to real-world challenges.

Cultivating a Growth Mindset: Dweck's [12] theory of mindset posits that individuals with a growth mindset embrace challenges and view failures as opportunities for learning. Educators with a growth mindset are more likely to foster a positive and supportive atmosphere for creativity. By instilling a growth mindset in future educators, teacher preparation programs contribute to creating a culture that values effort, persistence, and continuous learning.

## CONCLUSION

These competencies are important for successful pedagogical work and are important in that they help ensure high-quality education and development of students. Theoretical foundations play a pivotal role in shaping the methodological preparation of future educators for fostering creativity in their students. By incorporating constructivist principles, embracing social-emotional learning, understanding the creative process, and cultivating a growth mindset, educators can create environments that nurture the creative potential of each learner. As the educational landscape continues to evolve, it is imperative to recognize the symbiotic relationship between theoretical frameworks and effective teaching practices, ensuring that future educators are well-prepared to meet the demands of a dynamic and innovative society.

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