

THEORETICAL METHODOLOGICAL BASIS OF DEVELOPING CREATIVE ABILITIES IN FUTURE TEACHERS

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Abstract: This article discusses the development of creative abilities in future teachers, its theoretical and methodological role and the foundations of the formation of creative abilities, and its effective impact on the quality of education.

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In education, especially in the visual arts, the role of professors is significant in developing the creative abilities of future teachers, and in shaping their abilities through continuous intensive training with them. People have different abilities, and by developing these abilities, their knowledge, skills and qualifications also develop. The teacher must first of all restore his mentality. We can consider the integration of the most effective practices to help students achieve their educational goals by providing theoretical and practical methodological knowledge as a priority link in the education provided to future teachers. For example, in distance learning, the learning process is a sequence of traditional and electronic learning stages, which alternate over time. In this regard, in the learning process, future teachers in visual arts classes observe new knowledge and skills, develop their abilities through blended learning, painting and composition work, and improve their working techniques. What is creativity? One of the main tasks of education is to form effective thinking skills in students. Although education has changed dramatically since Socrates, the desire to teach students to think has always been at the heart of education. Creativity is not a concept that has a simple definition. Creativity is the desire of an individual to find an original product or solution. Desire and imagination are the key words of creativity. According to Sternberg and Lubart, originality alone is not enough for creativity. Torrance defined creativity as: "The process of perceiving difficulties, problems, gaps in information, missing elements, something wrong: guessing about these shortcomings and forming hypotheses; evaluating and testing these guesses and hypotheses; perhaps revising and retesting them; and finally publishing the results."

In practice, as researchers note, two methods are usually used when choosing an interaction strategy:

- development from the outside, as an intervention in the inner world of the individual, imposing on him developed methods, norms of activity and behavior;
- development from the inside, as an encouragement of activity, independence, responsibility, respect for the individual, revealing the possibilities inherent in him, developing

creative abilities.

These features inherent in a creative person are formed only thanks to the democratic style of communication. In this case, the teacher takes into account the individual characteristics of a person, his experience, the specifics of his needs and capabilities, and he must also be objective in his assessments, versatile and initiative in communicating with children. The most effective is communication based on a shared passion for creative activity. The basis of this style is the high professionalism of the teacher. After all, the passion for creative search is not only the result of communicative activity, but also, to a greater extent, the result of an attitude to pedagogical activity in general. According to many teachers, the most important condition for organizing the artistic and creative activities of schoolchildren is the creation of a creative environment, which is created not only by developing interest, a taste for non-standard solutions, the ability to think outside the box, but also by developing a willingness to perceive new and unusual things, using them and implementing them.

In improving the professional skills of future teachers, developing their creative abilities, a methodological approach is very effective. Providing students with knowledge in both theoretical and practical forms, and completing the acquired concepts with practical work, has been very effective. The distance learning form of education is also very convenient for developing creative abilities in students. The reason is that providing knowledge in blended learning provides some conveniences for both teachers and students. In addition to practical concepts, theoretical information is also important in developing creative abilities in future teachers. Students will be able to understand the theoretical parts of each topic and apply the information in practice. The development of students' creative abilities and the methods and tools used in this are also expected to help students adapt to different conditions, participate in educational plein airs, and develop their intellectual abilities. As is known, important skills in the 21st century include special skills that need to be strengthened in educational activities, namely, critical thinking and creative abilities, problem solving, metacognition, communication skills, cooperation, innovation, creativity, and information literacy. One of the main tasks of pedagogy is to create conditions that ensure the comprehensive development of the creative abilities of all students. At the same time, it is necessary to identify students who demonstrate deep interest, aspirations and abilities in certain areas, and to create all opportunities for their further development. For this, it is important to create conditions for the development of creative activity of school-age students. At the same time, the role and level of importance of the forms, methods and tools used in the development of students' creative abilities increases. The efforts of the teacher in this regard are also very important. Because the teacher's preparation for innovative activities to develop students' creative activity, the establishment of cooperation between teachers and students, the use of innovative technologies, modern methods, the most advanced effective forms and tools for the development of creative activity are the most effective practical work in the development of students' creative abilities.

In order to develop students' creative abilities, theoretical methodological knowledge is also important along with the practical process. Each knowledge and skills mastered by students (future teachers) creates the basis for the discovery of new aspects of them. They are required to

be constantly active in the process (practical and theoretical), to get acquainted with the life and work of great artists and creators. The teacher plays an important role in the development of creative abilities. The role of the teacher in each process is invaluable. If students are not under the control of the teacher in the process of learning knowledge and continue the process themselves, they will make mistakes. In such cases, both in the practical and theoretical methodological process, teacher-student cooperation is required to be at the highest level.

In the development of creative abilities, distance and face-to-face education, that is, blended learning, should form students to make the right decisions, make a conscious choice and be responsible for it. They will develop the skills and competencies to work in the information space, independently search for, select and analyze information, and present the results obtained using various modern technologies. Taking into account the concept of obtaining knowledge through the blended learning method, as well as its goals and highlighted advantages, there is every reason to say that blended learning is a method of learning that allows organizing learning on a flexible basis with the involvement of additional resources. is capable of bringing the teaching of both academic and technological, pedagogical disciplines to a new effective level and partially eliminating existing problems in the educational system of universities. In theory, blended learning should take the best of both face-to-face and distance learning formats, combining the most effective practices to help students achieve their learning goals. Blended learning is a combination of traditional forms of classroom teaching with elements of e-learning using special information technologies, such as computer graphics, audio and video, interactive elements, etc. The learning process through blended learning is a sequence of traditional and e-learning stages, alternating over time. Video lessons are very effective in developing creativity. This will allow students to learn remotely and continuously at their own pace. Expanding their learning opportunities by increasing the availability and flexibility of education, taking into account their individual learning needs and the pace of learning materials;

- development of abilities through the implementation of individual curricula with a large selection of subjects, their level of development and methods of organizing educational activities;
- personalization of the educational process - independently determines the educational goal of the learner, ways to achieve it, taking into account his educational needs, interests and abilities;
- the assessment procedure and maximum objectivity of the results;
- stimulation of the subjective position of learners, i.e. the formation of independence, social activity, cognitive activity.

Training in the development of creative abilities of future teachers (students) is of great importance in shaping the personality of students. All research conducted by scientists and psychologists in this area proves that children with creative abilities have a more stable psyche, are easier to communicate with and have friendly relations.

The purpose of the diagnosis is to determine which type of student is most suitable for and what kind of imagination he has. This can be done with the help of psychologists who

conduct special tests, as a result of which it is possible to choose various methods for developing the creative abilities of future teachers. It is also possible to independently determine the child's capabilities, offer him various activities and observe the most interesting motives. Also determine what kind of imagination he has. It shows the student's ability to work with high-level imaginative images (composition), which can be compiled from combined images or subjects. However, regardless of the initial level, imagination is trained like the muscles of the body - with regular exercises. It is necessary to develop, regardless of the abilities of future teachers and their original abilities. Development of artistic and creative abilities of students

According to research by psychologists, by the age of three, all children have approximately the same level of visual arts abilities. Therefore, it is not necessary to wait for the student to show a special talent and develop it further. To develop artistic abilities, you can follow a few simple conditions for each student. You need to proceed at your own pace: at first, interest the student in drawing, then show him interest in transferring imaginary images, and only after it becomes clear that the student is starting to master the basics of visual arts for deeper study, support him. And, of course, do not forget to praise and encourage the activity of students.

Conclusion

Effective organization of fine arts lessons through theoretical methodological and theoretical views in the development of creative abilities in future teachers, and the development of creative abilities in them, play an important role in the education of students. A careful analysis and generalization of advanced pedagogical experience shows that fine arts lessons are an important means of forming student abilities. In the process of developing students' creative abilities, creative thinking, and introducing them to the beauty of their native nature, the surrounding reality, and spiritual values, fine arts, which are close to their students in their appearance, occupy one of the leading places.

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