
Preparing Future Primary Class Teachers for Professional Activity

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Abstract: Modernization of higher educational institutions and the educational process in them, improvement of the quality of the system of training of pedagogues, equipping future primary school teachers with modern professional competencies, formation of acmeological motivation for professional activity in them are among the important tasks in the process of developing the creative competence of pedagogues.

Keywords: innovative, competitive, experts, primary school teachers, creative competence, respondent, creative thinking, creative activity, creative product, questionnaire survey, pedagogical observation, conversation.

Choosing an innovative way of development, creating and implementing high technologies, the growing role of knowledge and information in the socio-economic development of the country puts a great demand on highly qualified specialists. This requires new forms of integration of education, science and production, and defines as one of the priorities the formation of new generation pedagogues capable of training competitive specialists. Modernization of higher education institutions and the educational process in them, improving the quality of the system of training of pedagogues, equipping future primary school teachers with modern professional competencies, forming acmeological motivation in them for professional activity are among the important tasks in the process of developing the creative competence of pedagogues. On the basis of the above, it should be noted that future elementary school teachers do not have enough knowledge, skills and qualifications in terms of creative competence, and the pedagogical process aimed at developing their creative competence has its own characteristics. Therefore, the main task before pedagogues is to provide theoretical knowledge about creativity in young people, its specific qualities, and to develop students' creative competence based on them. In the positive solution of this task, the educational process, including the use of active educational technologies in the teaching of subjects, the interesting and meaningful organization of classes with the help of non-traditional forms, methods and tools will give the expected effect. Individual creative qualities are consistently developed at certain stages. Possessing creative qualities of a person directs his individual abilities, natural and social energy to quality and efficient organization of his professional activity. Accordingly, creativity in the individual (including pedagogues) in research four ways to successfully develop their qualities are indicated:

- Formation of creative thinking skills;
- Development of practical creative movement skills;

- Organization of creative activity processes;
- Use of creative products (developments).

Future elementary school teachers can fully express their creative thinking skills in a comfortable environment. If future elementary school teachers have a sense of failure and fear, or if they face criticism, in such a situation it will not be possible to effectively form or develop creative thinking skills. It is possible to successfully form creative thinking skills in future pedagogues only by turning creativity into a habit. In this process, the methods and tools used by them in the assessment of the thorough understanding of the content of the subject and creative thinking skills are of great importance. The pedagogue plays a special role in the formation of creative thinking skills of future elementary school teachers. In this process, the role of the "pedagogue" is to create an atmosphere of creativity in the audience. However, in the pedagogical group, the future elementary school teachers should create an environment where they can feel free and share their thoughts and ideas. They should be free to deviate from the rules, standards and ask different questions. The teacher supports creativity in the future elementary school teachers by revealing unusual ideas and encouraging them verbally and non-verbally. The correct attitude of the teacher to the creative ideas given by future elementary school teachers and understanding of impossible conditions. All of these elements are an important part of the teacher-student relationship and ensure the success of future elementary teachers. The future elementary teachers who are educated in a creative environment gradually increase their interest in performing creative tasks, and also have creative thinking. As a result of observing the pedagogue, he tends to think creatively. A creative learning environment leads to the development of critical and creative thinking skills, which are of great importance in the educational process of future elementary school teachers. The ability of future elementary school teachers to have creative thinking depends on the extent to which they have a creative environment.

Creating a creative learning environment relies on careful planning. If pedagogues want to achieve great efficiency in applying their creative teaching methods and strategies (that is, thinking broadly and organizing the process of creative thinking), they should inculcate this in the minds of future elementary school teachers and perform their duties seriously. In addition, "only in a creative environment, future elementary school teachers will have the opportunity to understand the relationship between the content of the subject they are studying, educational information, and begin to think about it." Certain factors prevent the development of creative qualities and skills of pedagogues. Therefore, pedagogues should focus on eliminating these factors in the pedagogical process. In a creative environment, a pedagogue uses something new to attract the attention of future elementary school teachers. Information that arouses curiosity and suspicion will attract prospective elementary teachers and increase their desire to learn. In higher educational institutions, pedagogues should be able to create the necessary conditions for the formation and development of creative thinking skills of future elementary school teachers, for them to work as a team, in small or large groups. After all, there is an opportunity to creatively develop any ideas expressed during work in primary classes. Realizing the importance of team spirit in creativity lessons, the teacher constantly changes the groups and forms the skills of working as a team, respecting the abilities and skills of others in the future elementary school teachers. Although individual work is effective in certain situations, small group work in creativity classes is appropriate because creativity skills are a social phenomenon; According to A. J. Rowe, creative ideas are formed in the process of working as

a team and as a result of creative cooperation. In conclusion, it should be said that the introduction of a creative competent approach to the higher education system requires the implementation of serious changes in the educational goal, content, form of teaching, teaching methods, pedagogical technologies, control methods, and didactic relations. Accordingly, it is envisaged to change the content of lecture, practical, seminar and laboratory classes, which are the existing forms of education organization in higher education institutions. We believe that it is appropriate to have lecture classes in the form of problem-based education, seminar classes aimed at forming creative thinking, and research skills in practical training.

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