



## OPPORTUNITIES FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS BASED ON A CREATIVE APPROACH

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### Abstract

The article outlines the phenomenon of creativity, manifested at certain stages of the creative-professional process of professional competence, the concept of a "creative approach", which is the main factor in the development of professional competence, the ability to professional activity, its theoretical provisions for improving personal qualities.

**Keywords:** professional competence, professional activity" "creative approach", educational theorists and practitioners, non-standard thinking.

### Introduction

Innovative educational technologies for the development of professional competence of future teachers are being implemented in world educational institutions based on a creative approach. Systematic work is being carried out on improving the content of training future teachers for professional activities, ensuring their methodological preparation, implementing multimedia electronic resources in the educational process, and implementing models of future primary school teachers who can design professional activities. .

The current stage of continuous professional education development is characterized by the transition from traditional reproductive and illustrative teaching to professional practical education. Educational theorists and practitioners talk about the need to form special "competencies" aimed at the ability to use them in professional pedagogical activities.

Competence is defined as "the pedagogue's behavior in unconventional situations, unexpected situations, ability to communicate, intelligence in performing ambiguous tasks, initiative in the communication process, mastery of consistently developing and complex processes [1].

Basic professional competencies are meta-professional competencies that are necessary for all professions and are an invariable part of basic professional competencies. They are based on a system of relevant basic knowledge, skills, abilities and ways of acting at the meta and macro levels.



Basic professional competencies are macro-professional competencies, which depend on a certain group of professions and are an invariable part of special professional competencies specified in the state educational standard for a specific educational field. They are based on the system of basic knowledge, skills, abilities and methods of action at the macro and micro levels.

N.D. Tvorogova defines the development of professional competence as "the manifestation of interrelated competencies that reflect the theoretical and practical preparation of a specialist for professional activity, including the personal and professional abilities of a person" [2].

J. Raven (John Raven) interprets competence and its types in his research, which is later interpreted as competence. In his work "Competence in Modern Society", competence is interpreted as "vital success in a socially important field". In his work, the author considers 39 types of competencies and defines them as "motivated abilities" [3].

It also means the existence of knowledge and ideas about the characteristics and conditions of searching for new methods and means of professional activity, readiness to perceive new things and the need to create new ones.

Understanding the creative component of professional activity is based on consideration of the phenomenon of creativity, which determines the creative nature of the teacher's professional activity and is manifested at certain stages of the creative-professional process. The concept of creativity has been actively studied by sociologists, psychologists and pedagogues since the second half of the 20th century.

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Here, it is necessary to pay attention to the consideration of the concept of "creative approach", which is the main factor in the development of professional competence. not as a combination of existing ready-made forms, but as a transformation, a change (development in new complex syntheses according to one's individuality and the characteristics of the student body), as well as the presence of scientific reflection. Creativity is the ability to adapt to the need for new approaches and new products. This ability also enables innovation in existence, although the process itself can be both conscious and unconscious. The creation of a new creative product largely depends on the personality of



creativity and the strength of its internal motivation. The specific characteristics of the creative process, product, and person are their originality, consistency, relevance to the task, and another characteristic that can be called appropriate - aesthetic, ecological, optimal form, correct and original at the moment. Initially, creativity is considered as a function of intelligence, and the level of development of intelligence is determined by the level of development of creativity. It later became clear that intelligence is only marginally related to creativity, and that very high intelligence inhibits creativity. Currently, creativity is considered as a holistic personality function, which is not reduced to intelligence, depending on the whole complex of its psychological characteristics. Accordingly, the central direction of studying creativity is to identify the personal qualities associated with it. In order not to lose the relevance and importance of the teacher's professional training, modern university education is obliged to pay attention not only to the formation of professional competences in students, but also to ensure their readiness to perform normative labor actions defined by the accepted requirements.

Today, in higher educational institutions, the possibility of introducing a clear definition of the professional competence of the future primary school teacher based on a creative approach, in connection with the rapid development of modern technologies entering the education system, is dynamic in its content, primary It is explained by the uniqueness of the professional activity of the teacher of the first class.

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