

**METHODOLOGY OF CREATIVE COMPETENCE DEVELOPMENT IN THE PREPARATION OF FUTURE TECHNOLOGY TEACHERS FOR THEIR PROFESSIONAL ACTIVITY**

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**Annotation:** *This article describes the experimental results of the development of creative competence in the preparation of future technology teachers for professional activities, the qualities of personal creativity, the factors and ways of developing creative competence, and the methods and strategies of creative teaching.*

**Key words:** *future teacher, experimental work, creative competence, qualities of creativity, creative methods and strategies, technical and creative activity, pedagogical personnel.*

### **INTRODUCTION**

In the modern conditions of the socio-economic development of the country, the problems of educating the young generation require increasing the professional level of training of pedagogical personnel. Improving the training of future technology and entrepreneurship teachers in order to provide pedagogical guidance to students' technical and creative activities is determined by the need to develop students' personality based on the use of cultural, historical and cultural opportunities. Advances in science and technology, which determined the inclusion of the transition line on technical creativity as a school subject in the "Technology" educational program. Professional training of students in the field of technical creativity allows to determine the role of the university in the educational process from the point of view of the problem of creativity as a purposeful theoretical and practical activity of a person, distinguished by its novelty, originality, originality.

This is reflected in specific educational technologies, which form a mechanism for the effective development of the student's personality as a future teacher. In the modern socio-economic conditions, the importance of developing the professional competence of the future teacher is increasing as a mandatory factor for the effective development of the lifelong education system. The updated content of higher education requires new approaches to the training of future technology teachers, taking into account the creative nature of their work in a general education school. The modern understanding of the importance of professional training of the future teacher to work with children, the transition to personality-oriented education in the general education system requires the improvement of the theoretical foundations of the development of technical creativity,

from this point of view, the teaching of technology at school with the pedagogical process learning is carried out.

### MAIN PART

Modernization of higher educational institutions and the educational process in them, improving the quality of the system of training of pedagogues, equipping future teachers with modern professional competencies, and forming acmeological motivation in relation to professional activity in them are among the important tasks in the process of developing the creative competence of pedagogues.

Future teachers can fully express their creative thinking skills in a comfortable environment. If future teachers have a sense of failure and fear, or if they face criticism, then they will not be able 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 their thorough understanding of the content of the subject and creative thinking skills are of great importance.

A pedagogue plays a special role in the formation of creative thinking skills in future teachers. In this process, "the role of the pedagogue is to create an atmosphere of creativity in the audience. However, the pedagogue should create an environment in the group where future teachers can feel free and share their thoughts and ideas. In order to further activate the processes taking place in the human mind, teachers should act freely in asking different questions, departing from the established rules and standards. "supports by encouraging. The correct attitude of the teacher to the creative ideas given by future teachers is important for their understanding of possible and impossible conditions. All these elements are pedagogue-student is an important part of the attitude and ensures the success of future teachers. The future teachers who are educated in a creative environment gradually increase their interest in performing creative tasks, and also develop creative thinking as a result of observing a creatively minded pedagogue. tends to. A creative learning environment leads to the development of critical and creative thinking skills in future teachers, which are of great importance in the educational process.

The ability of future 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 educators want to be more effective in applying their creative teaching methods and strategies (i.e. thinking broadly and organizing a creative thinking process), they should instill this in the minds of future teachers and They must perform their duties seriously. In addition, "only in a creative environment, future 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. The following factors hinder the development of creativity in a person:

- 1) risk avoidance;
- 2) allow rudeness in thinking and behavior;
- 3) underestimation of personal fantasy and imagination;
- 4) subordination to others;
- 5) think only of success in any case

In a creative environment, a pedagogue uses something new to attract the attention of future teachers. Information that arouses curiosity and suspense will engage prospective 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 in future teachers, for them to work as a team, in small or large groups. After all, in the process of working in large and small groups, there is an opportunity to creatively develop any ideas expressed.

Realizing the importance of team spirit in creativity classes, the teacher constantly changes groups and develops the skills of future teachers to work as a team, to respect the abilities and skills of others. 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.

### **CONCLUSION**

In conclusion, it should be said that the introduction of a creative competent approach to the higher education system includes the educational goal, content, form of teaching, teaching methods, pedagogical technologies, control methods, and the teacher and learner. requires making serious changes in the relationship between them. 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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