

## **THE IMPORTANCE OF A SET OF METHODOLOGICAL ACTIVITIES IN DEVELOPING THE CREATIVE POTENTIAL OF FUTURE TEACHERS AND ITS THEORETICAL ASPECTS**

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### **Abstract**

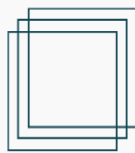
The article discusses the current state, problems, causes and consequences of implementing methodological activities in higher education institutions to develop the creative potential of future teachers, as well as the mechanisms for its implementation. At the same time, these problems have been thoroughly analyzed theoretically.

**Keywords:** formation, mechanism, feature, environment, relationship, interaction, interest, personal qualities, diagnosis, result, methodological work, creative thinking, professional self-education, pedagogical activity.

### **Introduction**

The development of the creative potential of future teachers is of great importance in their professional training. This is not only their own creative development, but also a key factor in fostering creativity in students in their future professional activities. A creative approach to the educational process, non-standard thinking, and the ability to solve problems in new ways are essential qualities for a teacher of today. The global higher education system has entered a new phase of radical transformation, with the regulatory framework being updated and new state educational standards and requirements being approved for almost all levels of education. It is aimed at reforming and modernizing traditional methods of teaching students, which is directly related to the professional level of teachers [1].

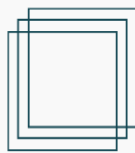
In modern conditions, the future teacher is a researcher who first of all needs scientific, psychological and pedagogical thinking, a high level of pedagogical skill, a certain research courage, developed pedagogical intuition, critical analysis, rational use of advanced pedagogical experience, professional self-education. Today, the results of a diagnostic analysis of this problem in the educational system have shown that it is necessary to further develop the creative potential of future teachers, to develop creative thinking in them, to carry out targeted and systematic work to generate creative approach skills in pedagogical activity. In this regard, it is advisable to analyze and develop the content, structure, and implementation mechanisms of a set of methodological activities aimed at developing the creative potential of future teachers.



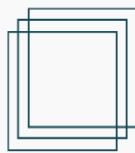
### **Main part**

A set of methodological activities helps to develop creative thinking in future teachers, bring out their creative abilities, teach them to creatively approach pedagogical activities, and form skills in effectively using innovative educational technologies. The complex should serve to comprehensively develop the creative potential of future teachers by combining the provision of theoretical knowledge, the formation of practical skills, and the creation of a creative environment. Recently, due to complex social tensions, increased mental stress on future teachers, and the decline in the prestige of pedagogical work, methodological work with pedagogical personnel has become extremely complicated. Practice shows that the contradiction between the high demand of society for high-quality higher education and the inability to solve this problem with traditional means has not yet been resolved. In particular, the following problems exist in this regard: - not clearly defining the goals and objectives of methodological work; - Insufficient consideration of the characteristics and capabilities of higher education institutions and teachers: - Insufficient diagnostic and analytical work. The failure to address these problems leads to the blind copying of annual plans and topics of planned methodological activities from methodological literature at the university, disrupting the connection between theory and practice in methodological work. We can point to the following as the causes of these problems: - the migration of highly qualified personnel from higher education institutions to other fields of activity; - low motivation of future teachers to improve their performance; - firmly established stereotypes of methodological work in higher education institutions. The above-mentioned problems reduce the effectiveness and efficiency of methodological work, weaken its role in improving the pedagogical process and achieving a new quality of higher education. Due to the shift from the scientific-technological (sociocratic, traditional) model of higher education to the humanitarian (person-centered) model of education, approaches to organizing methodological work are changing. In particular, today, these areas include the humanitarian paradigm and its goal - creating conditions for the creative self-realization of the future teacher's personality, while the task of the methodological service is to stimulate the creative development of the teacher. Relationships are built on a "subject-subjective" basis, and success is achieved through mutual interaction. The methodological system of work should take into account the positive and negative trends of modern education and be aimed at developing the personality of a future teacher who is capable of self-determination and self-awareness. It is important that the future teacher is the subject of his own learning process, and the methodological work system should be an impetus, incentive for self-development, help each educator find and understand the optimal ways of self-development.

In this regard, it is necessary to create conditions for the professional growth of each future teacher: Firstly - the presence of motivation to gradually introduce the pedagogical team and teach constant self-education; secondly-to create a creative environment in which the need for self - development arises in each future teacher. One



of the tasks of university teachers is to create a favorable moral and psychological environment, an environment of creative interaction and cooperation. Only the team of educators who work creatively can ensure a high level of educational and educational work with children, the formation of a creative personality. Emphasizing the role of the teacher, the influence of his own personality and individuality on teaching students, V.A.Sukhomlinsky wrote: "A method that is not animated by the lively thought and interest of the teacher becomes a lifeless scheme. "From the moment a small person takes his first step on earth, he begins to compare himself with the person who is raising him, to make demands on him, to give him his spiritual strength, to want to see his ideal in him" [2]. T. Lyubrat stressed that in such a team, even a young inexperienced educator can achieve a lot, if educators are not united into a stable creative team, then even an experienced and creative educator will not achieve high results in working with children [3]. Creating a creative environment in a team requires a good knowledge of the individual characteristics, capabilities and potential of each prospective teacher. It is necessary to identify them and create conditions for their implementation and further improvement of pedagogical activity. Pedagogical creativity, V.A.Kan-Kalik, N.D.As Nikandrov noted, professional motivation can only arise when there is a need for it [4]. Analyzing the pedagogical creativity of a future teacher, V.I.Zagvyazinsky notes that it has much in common with other types of creativity, but it also has its own characteristics related to the nature of pedagogical activity and its results - the growth and formation of the child's personality [5]. Methodological work at the university is aimed at stimulating the self-development of each future teacher and creating conditions for his self-awareness; therefore, when planning methodological work, the following were taken into account: • the qualitative composition of the pedagogical team; • the results of diagnostic studies of the individual in the activities of teachers; • the level of creative potential of the future teacher's personality; • personal interests of future teachers. Improving the professional and personal training of future teachers for work is carried out through: • Creating objective (social, material) and subjective (personal qualities) conditions and circumstances for creativity; • Positive attitude of the university administration towards the initiative and creative manifestations of teachers, attentive and curious attitude to pedagogical research, timely support, and scientific assessment of their practical significance; • creation of interactive forms of methodological work with teachers, lack of excessive regulation of pedagogical activities; • interaction of all subjects of the pedagogical process at the level of cooperation, communication, understanding, acceptance of positions, the ability to choose an individual educational and self-development trajectory, creating successful situations for each team member; • Creating and maintaining a positive psychological atmosphere in the team (collaborative environment, respect for personal opinion, creative search of each future teacher). It is important not only to arm the future teacher with knowledge, but also to help him master independent activities and methods of solving emerging problems. Each university forms its own unique system of working with pedagogical personnel,



the character of which depends on the cohesion of the team, its creative orientation, and the professional and personal maturity of each future teacher.

Unfortunately, not all future teachers always have independent work skills (they face difficulties in selecting and studying methodological literature, choosing a topic, setting goals and objectives, etc.). Diagnosis allows for a differentiated approach to organizing methodological work, taking into account the development and abilities of each future teacher. Choosing the optimal option for methodological work involves a comprehensive study of the personality and activities of the future teacher. The main methods of diagnosis are questionnaires and tests. It is advisable to study the results of the diagnosis of future teachers in the following areas:

- The level of professional skills of future teachers;
- diagnose the style of interaction between subjects of the educational process;
- assess the psychological climate in the team;
- assess the innovative potential of the team;
- Analyze the motivational and stimulating activities of future teachers;
- Self-diagnosis of the potential for self-development of a future teacher, self-assessment of teachers;
- Study of the satisfaction of future teachers with their life in higher education institutions;
- Emotional state of future teachers;
- Competence of future teachers in ICT. Diagnosed result

1. Unification of the pedagogical team based on general tasks and principles of work organization.

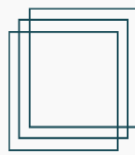
2. Creating a favorable psychological environment in the pedagogical team that promotes creativity, cooperation, and mutual support.

3. Pedagogical staff should use self-awareness and self-development, and methods of reflection in their professional activities.

4. Improving the effectiveness of working with students (based on diagnostic results).

A prospective teacher is an objective self-conscious individual with a positive "I-concept", capable of self-education, self-education, self-development. Work stages: The first stage involves the following:

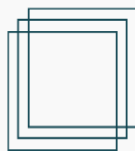
- Changing the positions of future teachers in relation to their own experience and the experience of their colleagues.
- Self-assessment of the state of professional and pedagogical competence as a basis for managing self-awareness oriented to the individual.
- Encourage future teachers to develop an adequate understanding of the professional mobility necessary for their own activity and self-awareness in their profession.
- \* Introducing future teachers to the ideal pedagogical model.
- \* Drawing up plans-projects to improve the growth and skills of future teachers.
- Fair of ideas.
- \* Formalization of creative pedagogical labor of future teachers.



- \* Providing and protecting their professional experience by educators. Second stage:
  - Formalization of positive pedagogical experience for dissemination.
  - Master class for future teachers on presenting and defending their professional experience at various levels of events.
  - Preparation of photo and video materials to achieve personal goals and the general goals of the institution.
  - To help prepare creative reports on the presentation of the created methodological products and the results of the work.
- \* Presentation of creative labor materials at the meetings of the pedagogical Council of the OSCE.
  - Participation of future teachers in professional skill competitions.
  - Participation of the student body in various levels of educational system competitions.
  - Holding open events for district level educators.
  - Publication of creative work materials in professional periodicals.
- Third stage: • Assessment of work results based on self-analysis of the activities of future teachers (Table 3.1).

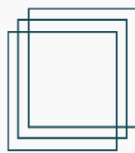
**Self-analysis of the activities of future teachers and assessment of work results**

Tasks to be completed Time	Comprehensive study of the professional and creative activities of future teachers.	Diagnosing the level of formation of motivation for creative self-development of a future teacher	School of advanced pedagogical experience	Consultations	Seminars	Master-class
September	Study of the prospective orientation of creative activity	Primary systematic diagnosis of the motivation of future teachers for creative self-development			Training "Self-awareness of the future teacher"	
Oktabr	Assessment and self-assessment of the potential of future teachers to effectively solve pedagogical tasks		Visiting and analyzing the activities of creative working teachers	How can the level of formation of a future teacher's motivation for creative self-development be assessed?	"Increasing the motivation and professional mobility of university teachers - necessary conditions for self-realization in the profession"	
Noyabr	Filling out the "Teacher's Professional Growth Map"				"Increasing the creative potential of future teachers" »	"Play - a tool for the formation of communication skills" Future teacher in charge



Dekabr	Identifying barriers to future teachers' professional-creative activity and creative self-development			Methodology and algorithm for pedagogical analysis		
Yanvar			Creative reports from work experience: The effectiveness of using innovative technologies from the perspective of DTS (State Educational Standards)		"Emotional tension (emotional) prevention of future teachers"	
Fevral				How to build relationships within a team correctly?	Developing communication skills and leadership qualities	Creating conditions for students to develop cultural and personal relationships in the process of interaction with their peers
Mart	The study of interpersonal relationships between future teachers. Microclimate in the team.			How to predict (predict) the effectiveness of pedagogical creative self-awareness		
April	Determining the dynamics of professional growth of future teachers	Secondary systematic diagnosis of the level of motivation for creative self-development of a future teacher	Creative relay: creative reports of teachers		Personal growth training	Open House Week for Parents
May	Diagnosing the level of motivation for self-development				Motivating factors for creative self-development motivation »	

In conclusion, I would like to emphasize that the process of developing the creative potential of future teachers requires a purposeful, systematic, and comprehensive approach. Aimed at reforming and modernizing the traditional methods of teaching in modern higher education about the goals and objectives of a set of methodological activities in the development of their creative potential, theoretical foundations, components, a detailed description of each event, new approaches to organizing, creating a creative environment at the OSM and creating conditions for the professional growth of educators and, This directly determines the professional level of teachers and includes important recommendations for its implementation in practice.



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