

METHODOLOGY FOR THE FORMATION OF CREATIVE ABILITIES OF FUTURE TEACHERS BASED ON AN INTEGRATIVE APPROACH**Rakhmonova Gulrukh Ubaydullayevna**

Alfraganus University, PhD, acting associate

professor of the Department of Pedagogy

Riskitillayeva Nihola Abduvohid kizi

2nd year master's student, Alfraganus University

Annotation: This article presents ideas on the current issues of equipping future teachers with modern knowledge, skills, and competencies, improving their professional potential, and the methodology for forming creative abilities based on an integrative approach.

Key words: education, training, knowledge, thinking, creativity, competence, technology, imagination, ability, abstract idea.

The current fundamental reforms in the field of education, global competition and rapidly changing socio-economic conditions require the introduction of new approaches to the educational process. In particular, equipping future teachers with modern knowledge, skills and competencies, and improving their professional potential are among the urgent issues of today. From this point of view, the issue of forming creative abilities based on an integrative approach is of paramount importance.

An integrative approach is an approach aimed at increasing the effectiveness of education by integrating different disciplines, activities, and teaching methods in the learning process, which can develop deep, systematic, and critical thinking skills, a comprehensive approach to problems, and creative thinking skills among students. Future teachers must master this approach and have the skills to apply it in practice.

Creative ability, that is, creative thinking, the ability to find unusual solutions and the desire to create innovations, is of decisive importance in the professional activity of a teacher. An integrative approach is an effective tool for developing this ability. Therefore, this work comprehensively analyzes the theoretical and methodological foundations, pedagogical conditions and practical ways of forming the creative abilities of future teachers based on an integrative approach.

Using students' creativity in education greatly helps them to assimilate knowledge and develop creative imagination. Teaching creativity is not only possible, but also necessary. R. Stenberg developed a theory of creativity based on six specific, interconnected sources of development of creative activity:

1. Abilities: synthetic (the ability to see problems in a new world and to think outside the box); analytical (the ability to analyze and evaluate ideas); practical-contextual (the skill of finding ways to apply abstract ideas in practice).

2. Knowledge. According to R. Stenberg, there is a U-shaped relationship between knowledge and creativity. He emphasizes that knowledge can limit the coherence of thinking. He

tried to summarize this idea on the example of scientists, that is, they, without having a sufficient stock of knowledge, make a significant contribution to science in the early years of their activity. The scientist's conclusions can also be confirmed by A. Einstein's statement that "Imagination is more important than knowledge."

3. Thinking. R. Stenberg, through an analysis of thinking methods, comes to the conclusion that a method inherent in the laws of nature is important for creativity: "personal laws of the movement of thoughts are created."

4. Personal qualities. Almost all scholars have emphasized the importance of personal qualities for the creative process. The following can be included in the personal qualities inherent in the creative process: overcoming various frustrations, readiness for intellectual risk, tolerance for ambiguity, and self-confidence.

5. Motivation. Empirical observations confirm that people can create truly creative work in a direction that they do not like. Because they are so absorbed in doing something they don't like that they don't even think about the rewards.

6. Environment. Of course, creativity will not be as vividly manifested without a favorable environment. Because the components of creativity need compensation. If the motivation for the creative process is not good, the environment can compensate for it.

Also, according to foreign scholars, the "**12 strategies of creativity**" play an important role in primary education:

1. Setting an example for imitation (if someone wants to learn creativity, they must search for its source within themselves).

2. Supporting and encouraging doubts that arise from the point of view of attitude towards generally accepted rules (teaching everyone to recognize things and situations that are worth doubting).

3. The right to make mistakes (fear of making mistakes leads to unpreparedness for accidents, inability to think independently).

4. Encourage intellectual risk (creative individuals should be able to take risks, because they go down a path that others have not taken).

5. Organize the learning process in ways that allow students to demonstrate their creative potential. When presenting learning tasks, it is effective to rely on phrases such as "imagine...", "what would you suggest...", "describe...", "state your guess."

6. Encourage the skill of searching, formulating, and redefining the problem (the skill of making choices is a necessary skill).

7. Encourage and reward creative ideas and the results of creative activity (students feel a special need for their teachers to appreciate the results of their creative activity at all times).

8. Make time for creative thinking (creativity is a process that requires time and time for thinking).

9. Encourage curiosity and curiosity about ambiguity (ideas that emerge as a result of "not stopping" in times of time pressure and uncertainty are temporary and undesirable).

10. Prepare for various disappointments that may come your way (creativity is not only creative thinking, but also not holding back).

11. Encourage the desire to continue (instill in students the idea that "creativity has no boundaries").

12. Seek and find the connection between the creative person and the environment (students should be prepared to either seek and find or create such conditions for their creative talent to find encouragement).

Based on the above ideas, R. Stenberg, along with the ideas of other authors, can rightly be considered the father of the psychology of creativity. The analytical, synthetic, and practical abilities he proposed, and the synthetic abilities associated with the problems of the new world, the ability to see aspects that others do not take into account, and the ability to extract wholeness from individual situations, play an important role in the investment theory that embraces divergence.

In the works of A. Maslow and K. Rogers, the following criteria were identified for the manifestation of creativity: problem perception; the ability to generalize, perceive similarities and understand differences; divergent thinking, high speed of thinking. American researchers (J. Guilford) developed a system of tests to identify and develop a person's creative abilities in order to distinguish between highly creative and highly intelligent children. Children with high intelligence, on the other hand, are able to achieve standard achievements, match the standards set by adults and teachers, while children with high creativity approach success in a different way from the generally accepted ones. Such children are usually "on fire", distinguished by their rebelliousness. The study found that teachers prefer to teach children with high general intelligence and low levels of creativity. Students with creative abilities tend to have a high level of imagination and a sense of humor. Teachers do not always have a positive attitude towards such students. For our research, the term "divergent thinking", introduced into science by J. Guilford, is of particular importance. He identified such parameters of divergent thinking as speed, originality, coherence, and clarity of thinking, as well as imagination. E. Torrens developed the Creative Thinking and Creative Abilities in Situation and Action Tests to measure children's creativity. They are known in science as the Torrens Tests and are intended for use with children aged 5 and older.

The monograph entitled "Gifted Children" highlights the following aspects of creativity:

- 1) enthusiasm, curiosity, and immersion in work;
- 2) demonstrating a high level of mental strength;
- 3) independence;
- 4) inventiveness in using games, materials, and ideas;
- 5) expressing a variety of thoughts about a specific situation;
- 6) the ability to approach a problem in different ways, to use available opportunities (adaptability);
- 7) the ability to search for and find original ideas.

Also, in assessing the formation of creativity, one can rely on the model of B. Lucas. It separately identifies some components of creativity.

1. Curiosity (strong desire to complete the task):

Interest in the world around (task description) and the desire to learn more about the world (various aspects of the task; telling fantasies);

Independent search for an answer to one's own question. Active search for new information from various sources.

B. Lucas's model for assessing the formation of creativity

1. Development of ideas.

Two aspects are distinguished in this:

originality of the proposed ideas;

flexibility and mobility, the ability to develop ideas of different types.

3. Development of the proposed ideas.

evaluation of the proposed ideas from different points of view, studying their strengths and weaknesses in order to improve or reject them;

the ability to quickly change one's activities in accordance with the circumstances as new information about the object of research appears.

In today's rapidly changing, innovative educational environment, the formation of the creative abilities of future teachers is an important factor in their professional training. The ability to think creatively, solve problems in an unconventional way, develop new approaches and apply them in practice are becoming indispensable qualities of a modern teacher.

The study found that the integrative approach serves as an effective methodological basis for developing the creative abilities of future teachers. Through the interrelationship between different disciplines, a multidisciplinary approach, and the use of active and interactive teaching methods, the educational process is enriched in content and encourages students to think creatively.

This methodology is important not only for the professional training of teachers, but also for the formation of their skills in independent thinking, initiative, and innovative activity. Through the educational process organized on the basis of the integrative approach, future teachers are formed, ready to use modern and effective methods in their pedagogical activities.

Thus, the introduction of a methodology based on the integrative approach in the formation of the creative abilities of future teachers ensures their future professional success and has a positive impact on the process of providing quality education.

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