

## THE NEED TO ORGANIZE THE PROFESSIONAL CREATIVE ACTIVITY OF FUTURE TEACHERS

<https://doi.org/10.5281/zenodo.6564911>

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**Annotation:** *The article deals with the existence of great pedagogical and psychological opportunities in the formation and development of personal creativity, the correct organization of theoretical research and practical activities in its realization, the diversity and complexity of the organization of professional creativity of future teachers. topical issues such as the readiness of future vocational education teachers, young professionals who have just started working in colleges to organize creative activities of students, the preparation of future vocational education teachers to lead creative activities of students in vocational colleges.*

**Key words:** *education, student, process, creativity, research, creation, observation, aspiration, ability, result, development.*

Analysis of the activities of teachers of vocational education in higher education institutions shows that they need to develop professional competence in their subject and the education of a harmoniously developed generation and the ability to consistently apply them in their future careers [1].

In modern society, the level of development of a country is determined not only by its technical condition, but also by the professional competence of specialists trained in higher education institutions. Because the education system has a place in the world, building a prestigious society, ensuring the democratic development of our country and the formation of civil society, its democratization and liberalization, raising the level of political, legal, spiritual, moral, social consciousness and worldview of citizens. is the foundation of the formation. That is why today one of the directions in the education system - the innovative activity of educational institutions - is identified as a key factor. Every prospective specialist should understand the need to reform the education system and its importance in practice in the integration of educational institutions in the innovation process, as well as to see themselves in the innovative field where there is an opportunity to create and, most importantly, to learn.

There are huge pedagogical and psychological opportunities in the formation and development of creative qualities of the individual, in the realization of which the correct organization of theoretical research and practical activities is crucial. In this regard, the organization of professional creativity of future teachers has a special place due to its versatility and complex structure [2].

It is known from pedagogical observations that many vocational education teachers, young professionals who have just started working in colleges, face certain difficulties in organizing the creative activities of students. In this sense, one of the most pressing issues is the training of future teachers of vocational education to lead the creative activities of students in professional colleges.

Educating future professionals in the spirit of love for their chosen profession and work, enriching their spirituality and professional culture in many respects depends on the qualities of professional creativity formed in the teacher. Guiding any creativity, especially professional-oriented creativity, requires excellent professional knowledge and skills from the teacher.

In order to prepare the pedagogical staff trained in the areas of vocational education to lead students in professional creative activities, first of all, it is necessary to define its strategy. This strategic system includes:

- Always draw students' attention to the universality of the method used to solve the problem. As a result, students become accustomed to looking for new laws and solutions by applying the method used in the classroom to a particular situation;

- Teaching students creative methods is not seen as a goal of the lesson, but as a new way, an opportunity to more effectively solve the task set in the lesson. Tasks aimed at finding a solution to the problem involve analyzing the structure of the system under study and the processes within it. Therefore, the correct definition of the expected goal of solving the problem and the tasks in its implementation will benefit more than the efforts to solve the problem immediately;

- New ideas, which students can draw their own conclusions, are the main "product" of creative lessons. However, finding a new solution to the problem alone should not be the last stage of creative activity. The fact that students learn to "finish" their ideas, that is, to acquire certain skills to try, justify and implement a new solution, creates the necessary basis for raising creativity from the level of "imagination" to the practical stage. Another important aspect of this review is that it prepares the ground for ensuring a

high level of activity in the future professional activities of students and, ultimately, for educating future scientists who will conduct in-depth research in various fields of science;

- An important aspect of creativity is the collection, analysis and interpretation of information, without which any method of creativity loses its relevance. In the formation of students' initial skills in working with information, it is possible to use a wide range of methods to engage them in the collection, sorting and systematization of Internet materials, photographs, scientific and popular articles, etc.;

- A very important issue in the scope of classes in educational institutions, which goes beyond lessons and extracurricular activities - is the development of creative qualities of the individual. Usually when talking about great scientists and inventors, students try to avoid trying to say, "Only great scientists have achieved such great things, and we are ordinary people." One of the important ways to overcome this notion is to acquaint students with the biographies of famous artists with different lifestyles, which will need to accurately describe all aspects of the life of the person in question. At the heart of this method is the need to inculcate in students the idea that the highest achievements in science can be achieved by anyone who aspires to it [3, 4, 5, 6].

In the teaching of such disciplines as vocational education methodology, descriptive geometry and engineering graphics, interchangeability standardization and technical measurements, technology of construction materials, technical creativity and design, hydraulics, machine parts, prospects of technical development, design of technological equipment extensive use of related learning assignments [7].

Prospective vocational education teachers include visual aids, equipment and devices for departmental training laboratories or training workshops, dynamometer wrenches, a device for dynamic balancing of rotating masses, a device for studying the kinematic properties of hinged mechanisms, cutting, bending and torsion angles of two support and cantilever beams detection device; a device for determining the virginity of cylindrical springs, can design and prepare experimental samples of devices for determining the transition to laminar flow in pipes and for determining the characteristics of a gear pump. Students can voluntarily carry out circle work on the basis of training workshops of professional colleges operating in cooperation with the university. In doing so, they can perform creative learning tasks, mainly related to the preparation of small-scale constructions and models of modern technical equipment.

In this process, the process of creating models and technical devices can be carried out in the following stages: study of the training task; selection of the type of model and preparation of the terms of reference; selection of the work to be performed by the constructed object, the solution to be developed and the means of its solution; to get acquainted with the design and solutions close to the solution on the basis of photos, drawings or other documents; drawing up a scheme for the development of the design; drawing up a design scheme and determining the principle of its operation, substantiation of the engine type; determine the number of parts and their functions; perform elementary calculations of details and components, choose methods of their connection; identify the material of parts and assemblies required for preparation; development of technical documentation and preparation of the object; making amendments to the technical documentation prepared on the basis of the study of the prepared object; Carrying out the final equipment and finishing works, calculation of the cost of manufacturing the product, development of proposals to improve the quality of the product and reduce costs.

In preparing future teachers of vocational education to lead students in professional creative activities, it is important to conduct pedagogical research on the methodology of vocational education and the preparation of qualifying dissertations based on its results [8, 9].

In order to prepare future teachers of vocational education to lead the professional creativity of students in professional colleges, it is necessary to develop in them the skills to combine knowledge of pedagogy and methodology with the areas of vocational training. In this process, it is also necessary to effectively use the opportunities to acquaint students with the methods of formation of inventive, design skills in students.

In short, the thorough mastery of the methods of organizing professional creativity among future teaching staff, along with the methods of vocational education, provides the creation of the necessary methodological framework to ensure the quality of vocational education.

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