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**EFFICIENCY OF IMPROVING THE CREATIVE ACTIVITY OF THE FUTURE  
PRIMARY EDUCATIONAL TEACHER IN THE PROCESS OF PROFESSIONAL  
TRAINING**

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**Annotation**

The article describes the results of a study on improving the creative activity of the future primary school teacher in the process of professional training.

**Keywords:** development of society, modernization of education, higher education, future teacher, professional training, pedagogical creativity, modern knowledge, high spiritual and moral qualities, pedagogical tasks, creative thinking, creative activity, independence, creativity, research, result.

Reconstruction of all spheres of society's life, acceleration of socio-economic development of the country, modernization of educational content require making changes to the training system of future elementary school teachers in pedagogical higher education institutions.

At the current stage of the modernization of the pedagogical process, new goals and tasks are set before higher educational institutions, wide opportunities for creativity are opened, and active methods of training and education of young professionals are being sought [6].

At the moment, the problem of education is often discussed in the 21st century, and two persons are seen as subjects of education: the teacher and the learner. However, the success of education mainly depends on a teacher.

What should a teacher be like in modern education? - is a natural question. Therefore, the current trends in the development of the higher education system are changing approaches to the training of specialists.

Favorable conditions have been created for the reform of the continuous education system in Uzbekistan. Higher education is a completely innovative educational institution both structurally and in content [7, 8, 12].

Also, higher education is a system that meets the needs of future specialists for high-quality professional training in the development and implementation of creative abilities, and provides scientific and research activities.

However, it's no secret that today's socio-political and economic crises in our society force teachers to review urgently their pedagogical positions, critically review education in the process of training specialists from the scientific, theoretical and practical point of view caused the need to come out [13].



In this regard, the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No. PF-5847 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030" in order to modernize higher education The tasks of defining the priorities of the systematic reform of education, raising the process of training of highly qualified personnel with modern knowledge and high spiritual and moral qualities to a new level in terms of quality were set. These tasks indicate that at the current stage of the development of society, the requirements for the professional training of future elementary school teachers in higher educational institutions of pedagogy have been increased [1].

Today, a future primary school teacher should not only have deep and basic knowledge, but also be an active, initiative person, able to search independently for new forms and methods.

In the "Concept of the Development of the Higher Education System of the Republic of Uzbekistan until 2030", it is emphasized the need of activating the pedagogical activity in the formation of the creative active personality of the future teacher and every teacher has the ability to organize creative activity and special attention is paid to the development of skills.

One of the decisive factors in the formation of the creative attitude of the future elementary school teacher to the acquisition of professional knowledge is the creation of real conditions to satisfy his spiritual and educational needs. It is important that the teacher should be a creative person who is not afraid of any stereotypes [9, 10].

The personality of the teacher is characterized, first of all, by the pedagogical orientation, the need for pedagogical activity. In this case, updating the professional knowledge of the teacher is the most important problem [11].

According to the results of our research, it is not for nothing that many students were surprised by the question "It is very important for students to prepare by independent research in addition to listening to lectures: "Why am I a teacher? Should I prepare for the lecture? The main task is to listen carefully and write down the main points."

"Are you preparing for the teacher's upcoming lecture?" to the question, 18 out of 125 first-year students answered "I prepare systematically", 71 "I prepare from time to time", 36 do not prepare at all. Considering that the majority of those who responded positively admitted that by preparation they meant only watching the previous lecture notes, it is not difficult to conclude that a few students regularly prepare for the teacher's flattery. The reason for such answers from students:

- a) lack of knowledge and skills;
- b) is poorly supervised by teachers.

After students were given sufficient knowledge and skills, the situation changed significantly. The same students answered differently: "I prepare for every lecture" - 81 people, "I prepare on time" - 40 people, "I don't prepare" - 9 students of the first stage. The reasons for underestimating his preparation also changed: some of them pointed not having the skills, others blamed the lack of such skills, and still others blamed "unexpected circumstances".

As a result of our observations, it was revealed that most students lack concentration and listening skills. That is, "Do you know how to listen to a lecture?" The next question "Should I learn this?" was surprised with answers.



However, we witnessed positive results obtained in the next stages of our research. For example, students believed that it was appropriate not only to prepare more seriously for lectures and better obtain knowledge, but also to prepare by independent research.

According to the results of our research on determining the levels of improvement of the creative activity of the future elementary school teacher in the process of professional training, 20% is at a high level, 10% is at a sufficient level, 65% is at an average level, and 5% is at a low level proved to be correct. The obtained data indicate that in the process of professional training of future primary school teachers, their creative potential is not used purposefully and rationally. So, this indicates that an effective pedagogical leadership system for forming the readiness of future primary school teachers for creative activities has not yet been formed.

Future primary school teachers need evidence-based recommendations and methodological developments on this issue.

According to the results of the conducted experiment, we recommend the following to increase the effectiveness of the process of improving the creative activity of the future primary school teacher in professional training:

1. To ensure the purposefulness of the implementation of the educational and development potential of the content of the educational material in specialized subjects, to direct students to the understanding of the social importance of the formation of personal and professional important qualities; to achieve the formation of knowledge on the content and methods of improving the creative activity of future elementary school teachers.

2. Involvement of future primary school teachers in the gradual acquisition of creative activity skills:

- 1) at the 1st stage, to reveal the meaning of creative activity and direct it to the performance of creative tasks;

- 2) introduce them to the content and structure of the formation of creative activity skills;

- 3) organization of practical activities for obtaining the knowledge and skills of creative activities of students;

- 4) to apply the acquired knowledge in creative activities, to prepare speeches, lectures, abstracts, creative works, to prepare didactic assignments for the educational and control process, and to form the ability to present them in the form of audio-video materials;

- 5) involving students in independent activities, expanding their outlook on the problem of pedagogical creativity;

- 6) holding master classes on the topic "Improving the creative activity of the future primary school teacher in the process of professional training" [2, 3].

In conclusion, it should be noted that in the current globalization, the desire to realize the creative potential of each person shows the need to improve the creative activity of the future primary school teacher in the process of professional training.

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